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ABSTRACT

This study originated as a result of public concern about standards of behavior. The purposes of the study were to ascertain what school discipline was in fact like and what it should be like, and to provide information to practitioners. An extensive review of the literature was conducted. Nine groups--principals, vice-principals, teachers, students, parents, superintendents, central office personnel, trustees, and regional office personnel--were surveyed. The reaction of the largest single group, a plurality of 41 percent of all participants, was that school discipline as it was in 1975-76 was just about right. Parents especially endorsed this view while trustees and teachers especially endorsed the second most popular view that discipline was a little lenient. Although groups differed one from another in their views, group differences were overshadowed by the diversity of views within any one group. The study found little differences in views on school discipline between participants associated with different grade levels and some differences between participants associated with urban and rural schools. Participants felt that large elementary schools were associated with discipline problems. (Author/IRT)

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GENERAL REPORT

of the Alberta

SCHOOL DISCIPLINE STUDY

1975-76

Sponsored by

The Alberta Teachers' Association, the Alberta School Trustees' Association, and the Department of Education, Province of Alberta.

Supported by

The Alberta Federation of Home and Schools Inc., and the Conference of Alberta School Superintendents.

Conducted by

The University of Alberta

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PART	II	BACKGROUND
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EA 009 618

SCHOOL DISCIPLINE STUDY

FOREWORD

The Alberta School Discipline Study was commissioned and funded in the summer of 1975 by the Honourable Julian Koziak, Minister of Education, Province of Alberta. This report is submitted to the Minister and to the sponsoring organizations.

The study grew out of public concern about school discipline. It sought answers to three basic questions: what was the current state of school discipline, what should school discipline be like, and what assistance could be provided to practioners in the field.

A carefully designed and representative sample of 100 of the 1277 Alberta schools was chosen, stratified according to school size, grade level, and geographic location. The 50 administrative units associated with these schools also participated. A single page generic-type questionnaire was sent to each participant, and because of the prestigious sponsorship and carefully designed follow-up, returns were received from 100 principals, 80 vice-principals, 1309 teachers, 1406 students (grades 4-12), 1715 parents of children in the schools, 48 superintendents, 233 central office personnel, 273 trustees, and 64 regional office personnel, these numbers being 72% to 100% of the various groups.

The major finding from these returns is that there was considerable satisfaction with school discipline as it was in 1975-76. A plurality endorsed this position, which was particularly supported by parents of children in the schools.

If there were to be any change, the view of the participants was that the direction of change should be toward slightly stricter school discipline.

The body of the report lists and documents many other interesting and valuable findings.

From the start, the sponsoring organizations were committed to the study providing assistance to practioners in the field. Activities intended to promote this purpose were incorporated as integral parts of the study design. Immediate feedback of their own and of cumulative results was provided to participating schools and administrative units. As findings became available, deliberate efforts were made to insure publicity through press, radio, T.V., and through talks, papers, and seminars. The design made provision for the preparation of material for a monograph on school system school discipline policy, procedures and regulations, and for a manuscript dealing with school and classroom discipline. The material was to be directed to practioners, in an effort to provide assistance.

The attitudes and expectations of the various publics are a most important part of school discipline. Public discussion and debate may modify attitudes and clarify expectations, so that the role of the school in matters of student deportment will be crystallized. If the report promotes such discussion and debate, and if the study sparks assistance to practioners, it will have served its purpose.

S.C.T. CLARKE

The University of Alberta
January 1977

SCHOOL DISCIPLINE STUDY

ACKNOWLEDGEMENTS

The concerns of teachers and trustees about school discipline grew out of the social climate of the mid 70's. The teachers' and trustees' organizations provided leadership to express these member concerns in appropriate action. Early in 1975 the Alberta Teachers' Association and the Alberta School Trustees' Association agreed to jointly request the Department of Education to sponsor with them and to fund a study of school discipline. The concern and initiative of teachers and trustees, and of their respective organizations, is gratefully acknowledged, as is the sponsorship and funding provided by the Planning and Research Branch, Department of Education.

The study was conducted as a joint venture of the Alberta Teachers' Association, the Alberta School Trustees' Association, the Department of Education of the Province of Alberta, with the support of the Alberta Federation of Home and Schools Inc. and the Conference of Alberta School Superintendents. Each of these bodies named representatives to an advisory committee which met regularly and provided suggestions and advice to S.C.T. Clarke of the University of Alberta, who conducted the study. The contributions of committee members Robin Stuart (A.T.A., chairman), Wm. Duke (Department of Education), Jack Reid (Department of Education), Frank Robinson (C.A.S.S.), Mrs. Veronica Pounder (H.S.A.), Lawrence Tymko (A.S.T.A.) and Wesley Eddy (Department of Education, secretary) are gratefully acknowledged.

The sample design called for 100 schools, each with a specified size, grade level, and geographic location. The willing participation of school staffs is attested by the fact that of the 100 schools originally contacted, 90 agreed to participate, and of the 10 alternates approached, all consented. All of the 50 administrative units associated with the 100 schools which were finally selected agreed to participate. This splendid support from schools and administrative units is acknowledged. The sponsorship of the organizations named above no doubt encouraged participation. Their contribution to this aspect of the study is acknowledged with deep appreciation.

Useable returns of the questionnaire were obtained from 100 principals, 80 vice-principals, 1309 teachers, 1406 students, 1715 parents of students in the schools, 48 superintendents, 233 central office personnel, 273 trustees, and 64 regional office personnel. The rate of return was extraordinary, varying from 72% to 100%. This high rate of response was influenced by a letter provided by the Alberta Teachers' Association directed to each member who was a potential participant, a corresponding letter from the Alberta School Trustees' Association, and by the interest and concern of participants. The contribution of the two Associations, and of each of the 5230 participants, is gratefully acknowledged.

Special recognition of expert advice and assistance from Steve Hunka and Tom Maguire of The University of Alberta, and from Jack Reid

of the Department of Education, in the selection of the sample, is acknowledged. Steve Hunka and Jack Reid provided invaluable assistance in planning the analysis of data, and the former, in providing the computer printouts required for the analysis. Consistent with the joint nature of the study, Dr. Reid arranged for Department of Education personnel to keypunch the data and record it on tape. Without this kind of help the study could not have been completed.

The stenographic and clerical support required for a study of this magnitude was considerable. Debbie Cathcart and (later) Pearl Quan were employed by the study, but at times all of the staff of the Special Sessions Office (Lloyd Carswell, Margie Nesbitt, Sandy Boychuk, Cathy Burris) were involved. Their willing cooperation and efficient performance furthered the successful operation of the study.

In the initial stages valuable suggestions were provided by a number of consultants: R.S. Patterson, G.D. Taylor, and D.G. Wangler of The University of Alberta; John Brosseau of the Edmonton Separate School System; Ken Grierson of the Edmonton Public School System; and Cec Sangster of the Calgary Public School System. Editorial assistance was provided by H.T. Coutts, Dean Emeritus, Faculty of Education, The University of Alberta. Four persons classified the open-end responses on the questionnaire: Dr. and Mrs. Alan Skelley, Barbara Marriage, and Ann Wyllie. The Assistance of each of these is gratefully acknowledged. In addition, questionnaire results were hand tallied for immediate return to the schools. The work of Mrs. R. Brown, Mrs. F. Burris, and Mrs. J. Bishop in this, and in other associated tasks such as coding the questionnaires, is acknowledged.

To all of the above, and to others not mentioned who contributed to the success of the project, I express appreciation.

S.C.T. Clarke

The University of Alberta
January 1977

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SCHOOL DISCIPLINE STUDY

PART I

OVERVIEW AND SUMMARY

OVERVIEW

The study originated as a result of public concern about standards of behavior. Student discipline was a special concern of teachers as part of the working conditions in schools. Parents and trustees were concerned about the immediate effect of standards of behavior on school achievement and the ultimate effect on character development. In these circumstances the Alberta Teachers' Association and the Alberta School Trustees' Association jointly requested the Department of Education to fund and sponsor with them a study of school discipline. The request was granted, and the Alberta Federation of Home and Schools Inc. and the Conference of Alberta School Superintendents were invited to support the study.

The purposes of the study were to ascertain what school discipline was in fact like, what it should be like, and to provide assistance to practioners in the field.

An extensive review of the literature revealed that there were numerous books and articles which applied theory, usually from the disciplines of psychology and sociology, to school discipline. A number of surveys were found, but very few other types of studies.

It was decided that this study should survey the views of nine groups associated with education. A questionnaire involving three open-end and eleven rating type items on a seven-point scale was devised, tried out, revised, and adopted. It was made to fit on two sides of one 8 1/2" by 14" sheet. It contained the name and number of the school or administrative unit, but did not ask for the name of the participant. The cooperation of the sponsoring bodies was sought in urging their members to participate.

Because discipline can and does vary from school to school, the sample unit chosen was the school. One hundred schools, stratified by size, grade level, and geographic location were selected to represent the 1277 schools in the province. The sample was representative. Fifty associated administrative units were included in the study. The sample requirements were met in that 100 schools and 50 administrative units did in fact participate.

The rate of return was 85% for teachers, 77% for students, 76% for trustees, and an estimated 72% for parents. Participants reacted well to the questionnaire with very few complaints or rejections. The useable returns by groups were principals 100, vice-principals 80, teachers 1309, students 1406, parents 1715, superintendents 48, central office personnel 233, trustees 273, regional office personnel 64, total 5230. The parents were those of children in one room per school chosen randomly. If the students in this room were at the grades 1-3

level they were not asked to complete a student questionaire.

Responses to the eleven rating-scale type items were hand scored and the results returned along with cumulative results to the participating schools and administrative units. The open-end responses were classified and all of the data were key-punched, taped, and tabulated by computer.

Because assistance to practioners in the field was one of the purposes of the study, public discussion of the findings was deliberately sought. As the results were obtained, the findings were publicized through press releases, radio, television, talks, seminars, articles, and monographs.

SUMMARY

The highlights of the findings are summarized below.

1. Divergence. The responses of the participants spread across the spectrum of possible views on most matters of school discipline. There was most agreement and least diversity in opposing letting students quit school as a suggestion for improving school discipline, and there was least agreement and most diversity of view about traditional measures for obtaining discipline. Every group, and all participants together, exhibited this divergence of view.

2. Satisfaction. The reaction of the largest single group, a plurality of 41% of all participants, was that school discipline as it was in 1975-76 was just about right. Among the various groups polled, parents especially endorsed this position.

3. Leniency. Second to satisfaction with discipline as it was at the time, the next most commonly held view was that school discipline was a bit too lenient. Trustees and teachers especially endorsed this position.

4. Strictness. It would be expected that about the same proportion of participants who perceived school discipline as being a bit too lenient (32%) would call for it to be stricter. In fact, 34% did so, which demonstrates consistency of view.

5. Quitting school. A suggestion for improving school discipline that after elementary school, any student of any age who wanted to quit school should be permitted to do so was strongly opposed by parents, students, and trustees in that order.

6. Guidance services. Suggestions that students who were discipline problems, and teachers who were having discipline problems, be provided with help were rated good to very good.

7. Inducements. A suggestion that inducements should be provided for students such as making schoolwork more interesting and more what kids wanted to study, was considered a good idea by students

but received lukewarm support from other groups. Another suggestion that students participate in making and enforcing school rules received little support, even from students, and at the elementary school level was deemed inappropriate, especially by parents and teachers.

8. Traditional discipline. Traditional student control measures (do whatever is necessary or use whatever measures are necessary [including using the strap] as much as is necessary to keep discipline) divided participants, with sizeable groups holding extreme positions.

9. Humanistic discipline. Humanistic student control measures (give students more freedom, accept what they do, encourage them to develop self discipline, and accept that some misbehavior is part of growing up) also divided participants, with the weight of opinion opposed.

10. Exemplars. A perusal of the questionnaire responses showed that participants were able to express their views about school discipline. A parent response is quoted.

> *The discipline in our school is quite good. The principal discusses problems with the parents and they try and work things out together with the student. Parent-teacher interviews are held regularly to allow the teachers to discuss the individual problems with the parents. Not all parents show up however but a good percentage do. The teachers work well with the students on sports during and after school.*

11. 1000 Suggestions. Write-in suggestions for improving school discipline were classified and the most frequently mentioned were participation (146), standards (123), school conditions (89) and understand and accept student (67).

12. Causes of Discipline Problems. The cause mentioned by 1322 of the 5230 participants was students who would not behave properly: they lacked respect for authority and property, exhibited poor attitudes, lacked interest, disregarded rules and regulations, were irresponsible, lacked self-discipline, etc. The second most frequently mentioned cause (1122 participants) was lack of discipline in the home. Others were inappropriate actions by teachers (932 mentions), poor parent-teacher rapport (873 mentions) and poor student-teacher relations (834), etc.

13. Location of Causes: Since each participant could list more than one cause of school discipline problems, a total of 9110 were recorded. Of these, 6203 or 70 percent were located in the school, 1935 or 21 percent were located out of the school (in the home, in society, etc.), and the remainder (9 percent) were in the relationship between the school and the home. In the view of the participants of the study, remedial action on most causes of school discipline problems was at the school's own doorstep.

14. The Generation Gap. There were 1338 parent questionnaires matched with their own children's questionnaires. The results appeared paradoxical in that all of the correlations on eleven rating-type items were

positive, ranging from a low of 0.139 to a high of 0.310. This means that there was a tendency for parents and their offspring to rate the items in the same way. The highest correlation was on their views about traditional measures for student control. However, the generation gap showed up in the average ratings on each of the eleven items, where on all but one, the differences were statistically significant. The one exception was that they were agreed, without a generation gap, in opposing letting students quit after elementary school.

15. Teacher views. Female teachers were more opposed to letting students quit school, and were more in favor of encouraging parents to back up the school, and helping teachers who were having discipline problems than were male teachers. Beyond these differences, there were no other clearcut results. Teachers over 30, as might be expected, held more traditional or conservative or tough-minded views on school discipline than did teachers 30 years of age and younger. Similarly, mathematics and science teachers held more traditional or conservative or tough-minded views than did English and social studies teachers. The same kinds of differences were exhibited between classroom and non-classroom teachers, and between classroom teachers and guidance counsellors. On the whole, however, teachers' views of school discipline were much more alike than they were different.

16. Student views. Students who aspired to matriculation, college, or university were much more traditional, conservative, or tough-minded in their views on school discipline than were the non-matriculation and non-college bound students. Paradoxically, the first group were also more in favour of humanistic measures of student control. These findings agree with the common view that it is the non-academic student, unable to do well in academic studies, who turns to misbehavior.

17. Parent views. There was a marked difference in views on school discipline in parents over 30 years of age in contrast with those 30 or younger. The former group was more traditional, conservative, or tough-minded. A similar difference was exhibited between parents of "two-parent" and "one-parent" families.

18. Contrast with Gallup poll results. For the past seven years, including 1976, these results show discipline to be the schools' number one problem in the United States. The findings of the Alberta School Discipline study are less alarmist and show considerable satisfaction with school discipline as it was in 1975-76. The apparent differences in finding can be accounted for in that the Gallup poll did not provide an opportunity for respondents to rate the present state of school discipline in the schools of America, nor to make an open-end statement about what they thought of school discipline.

19. Group differences. Among the nine groups who participated in the Alberta School Discipline Study genuine differences of view were apparent. The views of trustees and teachers were close together on what discipline <u>is</u> like and what it <u>should be</u> like. At the opposite pole were students and superintendents. Parents and students were most opposed to letting students, after elementary school, quit.

Professionals (superintendents, principals, vice-principals, and teachers) were least opposed. The diagrams included in the report depict these and other group differences.

It should be noted that although groups differ one from another in their views on school discipline, group differences were overshadowed by the diversity of view within any one group.

20. School Size. The study found little difference in views on school discipline between participants associated with different grade levels, and some differences between participants associated with urban versus rural schools. Grade level and urban rural location are facts of life, to which accommodation must be made. School size is different, in that choices are possible.

An important finding of the study was that with respect to elementary schools, in the view of the participants with respect to school discipline, big was bad and small was good. Because the study was based on a sample, only limited comparisons were possible. Whether this finding would hold for a larger number of elementary schools, and for other grade levels, is a matter which warrants further study. The implications of the findings about the relationship between school size and participants' views of school discipline are most important.

SCHOOL DISCIPLINE STUDY

PART II BACKGROUND

ORIGIN OF THE STUDY

No doubt the winds of change - social change - originated the study. Teachers were voicing complaints about school discipline as one of the working conditions in schools. Trustees were concerned that the modern affluence of students and the general social climate mitigated against serious study and good work habits. Many people in society were concerned about acceptable standards of behavior, which in the school context is an aspect of school discipline. Parents voiced concern about school discipline, on the one hand complaining that it was too permissive, and on the other hand being distressed by what they considered harsh repression of their children's initiative. In former times, students respected teachers. Many felt that this was a thing of the past.

At a joint meeting of the top officials of The Alberta Teachers' Association and the Alberta School Trustees' Association held in January, 1975, the matter of school discipline was discussed, and it was proposed that the Department of Education be asked to participate in and to fund a study of school discipline. With the proviso that each of the two organizations named participate, the request was granted. The Provincial Executive Council of the A.T.A. and the Executive of the Alberta School Trustees' Association each formally agreed to sponsor a study of school discipline. A steering committee including representatives of the two organizations and of the Department of Education met and agreed that the study should seek to determine what people thought school discipline was like, and what it should be like. This steering committee was augmented by the addition of a representative from each of the Alberta Federation of Home and Schools (Inc.) and the Conference of Alberta School Superintendents. It performed an advisory function in the planning and conduct of the study.

PURPOSES

The sponsoring organizations and the advisory committee established the basic purpose: that the study investigate what persons from various groups consider school discipline <u>is</u> like, and what these same persons consider it <u>should be</u> like. If the study found that these perceptions were identical for all groups, on this basis no action would be necessary. If, however, there was a difference between what a group perceived school discipline was like, and what it should be like, or if different groups had different perceptions, then action would be in order.

A pervasive purpose expressed by all was that the study should lead to action if action was required. The sponsoring groups were unanimous in declaring that they did not want a study which "sat on a

shelf". From the outset, a number of suggestions were incorporated into the study, designed to help make it of use to practioners in the field.

Considerable thought was given to what views the participants should be asked to provide. It was decided that in addition to what is and what should be, causes of school discipline problems and a rating of the value of nine suggestions for improving school discipline should be included.

Another purpose of the study was to provide an immediate feedback to schools, to administrative units, and to regional offices so that the results of that part of the study could receive consideration, and if deemed desirable, action.

On the grounds that expectations about what constituted good school discipline might be influenced, publicity was deliberately promoted to generate discussion and communication.

LIMITATIONS OF THE STUDY

Bertrand Russell once remarked that mathematics is the subject in which you never know what you are talking about nor whether what you are saying is true. The present study does not start with a definition of school discipline. Instead, it relies on the participants to define it. The director of the study likes this definition:

> School discipline is the procedures used by educators to assist students to review their own goals in the light of ones which are socially acceptable, and to develop in students the ability to order and control their behaviour toward implementing the resultant goals. School discipline as a product is the resulting student behaviour.

However, no short definition includes all of the aspects of the concept of school discipline. Is it a means, or an end, internal or external, habit or conscious decision, and so on?

The study does not attempt to go into the many conditions in the changing family which are causative factors for school discipline problems. It does not directly examine other trends in society (for example self expression, "do your own thing", permissiveness, ...) which undoubtedly provide the context for school discipline problems. The study does not focus on the goals of education which define the kind of behavior desired of students and so specify the end product of school discipline. The study does not focus on the means of securing appropriate or desired behavior. It does, however, ask participants' views on the causes of school discipline problems.

The study is set in the Alberta context and findings should be generalized only to schools in similar contexts, if such exist. The study as based on a sample of schools (100 out of 1277) and although a stratified sample was selected, that sample may not be perfectly representative of the population. The data were gathered during the 1975-76 school year. If the social climate which is basic to the views of participants were to change, presumably the data would also change. The instrument used to gather data was a questionnaire, with all the weaknesses of that method of data gathering. The three major questions asked were "open ended", and the responses had to be classified. While precautions were taken to make the classification as objective and as uniform as possible, there are inherent difficulties in classification.

The study cannot produce magic answers to school discipline questions. It focussed on what school discipline is, what it should be, the causes of school discipline problems, and suggestions for improving school discipline. The views of the general public were not included because they were to be sought in another study.

The study was limited to the views of persons from nine province-wide groups: principals, vice-principals, teachers, students, parents (of students in schools); superintendents, central office personnel, and trustees (from the administrative units in which the schools were located); and personnel in Regional Offices of the Department of Education. At various times the inclusion of many other groups was proposed: members of the Home and School Associations, retired teachers, school secretaries, school caretakers and custodians, school bus drivers, school aides of various types, and the like, but these were not included.

The trustee and superintendent participants in the study were mostly from rural areas. One cause was that urban districts were much larger: the 37 schools from the cities of Edmonton and Calgary included 204,744 of the 429,106 students in the province but included only 4 districts with 28 trustees and 4 superintendents. The number of districts, and the corresponding number of trustees and superintendents in rural areas was much larger. A second cause was that in rural areas, in counties, the "school board" is often the whole county council with as many as 15 members. For these reasons, trustees and superintendents from the administrative units associated with the sample schools were mostly from rural areas.

REVIEW OF THE LITERATURE

A circumscribed and selective review of the extensive literature has been prepared. Books, chapters of books, and articles which the author found and thought to be of value to practioners are included. The review is presented in sections, commencing with definitions. This section avoided quoting the many different meanings ascribed to the term by various authors. The legal status section is restricted to Alberta and to Canada. A very extensive literature on corporal

punishment is briefly reviewed. In the section on goals, an attempt was made to illuminate the desired endproduct of school discipline, again pointed toward the Alberta and Canadian scene. The review of surveys was restricted to those available, and makes only passing mention of United States and Australian surveys.

Because behavior modification and humanistic education appear to be at opposite poles in the minds of many, and because they are recent movements (the word is used advisedly) each is given a separate treatment. The section on chapters in books includes only a few of the many available. Three which are included were written by Alberta authors as textbooks in teacher education. The final section, how to do it, reviews books deemed useful by the author.

As in all classification, there is overlap. The headings were provided to assist the reader with the review of the literature.

Definitions

Dictionary definitions of discipline are broader than definitions appropriate to school discipline. Elements always included are education (or training or instruction); authority, obedience, subordination, control, direction, and submission; punishment (or chastisement or correction); and a resulting state of order (or control).

The Oxford English Dictionary Volume 3 (D-E) Oxford University Press 1969 lists the following pertinent meanings (the numbers are retained to draw attention to those omitted).

discipline n

> 3. Instruction having for its aim to form the pupil to proper conduct and action; the training of scholars or subordinates to proper and orderly action by instructing and exercising them in the same; mental and moral training;
>
> 4. The orderly conduct and action which results from training; a trained condition;
>
> 5. The order maintained and observed among pupils, or other persons under control or command, such as soldiers, sailors, the inmates of a religious house, a prison, etc.
>
> The system or method for the maintenance of order; a system of rules for conduct;
>
> 7. Correction; chastisement; punishment inflicted by way of correction and training;
>
> 8. etc.

discipline v

1. To subject to discipline; ....to train to habits of order and subordination; to bring under control;

2. To inflict penetential discipline upon; to scourge or flog by way of penance or mortification of the flesh; hence, by extension, to chastise, thrash, punish.

The New Standard Dictionary of the English Language Funk and Wagnell 1963 lists the following pertinent meanings.

discipline n

1. Systematic training or subjection to authority; especially, the training of the mental, moral, and physical powers by instruction and exercise, and by authoritative control and direction; as, educational *discipline*.

4. The state of being subject to rule, or under control or command; systematic obedience; subjection; as, his men are under perfect *discipline*.

5. Punishment for the sake of training; correction; chastisement; as *discipline* with the rod.

discipline v.t.

1. To train to obedience, subjection, or effectiveness: put through systematic exercise or practice; drill; educate as to *discipline* children; to *discipline* an army; to *discipline* the passions; to *discipline* the mind.

2. To punish or chastise ....

The first meanings listed state goals or aims (e.g. to form the pupil to proper conduct and action; the training of the mental, moral and physical powers). Method is delineated in some meanings (e.g. by authoritarian control and direction) based on superordinate and subordinate status differences. One method, punishment, is singled out for special mention.

In the application of the general meanings of discipline to the school, Smith (1969) makes some pertinent points.

> The proper functioning of any social system requires some regulation of its members. ....For a school system to function properly the conduct of pupils must conform to conditions that are conducive to learning. Principals and teachers are by statutes and board regulations charged with the responsibility for maintaining such order in the school. .....

> The procedures, including rules, by which order is maintained in a school are referred to as discipline. In general the system of discipline in a school will reflect the system found in the broader society. In the Western world the system of discipline characterizing society has been moving from force to persuasion and hence in the direction of self-control. The same development is occurring in the school system. In the early days order was securred by coercion, but persuasion and self-control are coming to be substituted for force. But, as in society generally, teachers and principals alike must resort to force when self-control and persuasion fail.

The article goes on to note that discipline enforced by graded penalties such as reprimands, detention, withdrawal of privileges, corporal punishment, and expulsion is giving way to discipline developed by organizing and operating the school in such a way that disorder will be avoided and self-control promoted.

Smith's definition (the procedures by which order is maintained) raises a point of great concern to many: how much order is necessary. Unnecessary order or control leads to conformity. Too little order or control leads to chaos. His definition as such leaves unanswered the kind of procedures, but the article specifies a positive learning environment.

Dettman (1972) in an Australian report, defines discipline as follows.

> The *discipline* of a school is the state or condition of order or good behavior among the students. The term also refers to the procedures by which this state of order is maintained in the school.

It is obvious that this work draws on Smith's earlier article, which Dettman quotes. As was the case earlier, the definition is elaborated by explaining further the procedures appropriate for maintaining discipline.

> In some cases these procedures refer solely to a set of negative sanctions invoked to control any deviation from established rules or patterns of behavior that have gained acceptance over a long period of time. In a broader sense, however, discipline may be recognized as the process whereby student and staff relationships are structured to maximize the educational, social, and emotional well-being and attainments of the students, to attain the most effective and efficient use of human and material resources and to facili-

> tate the maximum satisfaction of needs for all members of the school. This view, while recognizing the need to invoke sanctions in some cases, places emphasis on the production of constructive behavior rather than upon corrective measures to be taken after a student has broken a rule.

The modern trend, as delineated by these authors, is toward a more positive approach where the individual controls his own conduct toward realization of his own goals, as contrasted with a rather negative reliance on sanctions producing fear of being caught misbehaving.

Some definitions used by authors of books and articles follow. Dreikurs et al (1971) provides a short yet meaningful statement.

> Discipline in the classroom then means teaching the child a set of inner controls which will provide him with a pattern of behavior that is acceptable to society and which will contribute to his own welfare and progress.

Chamberlin (1971) devotes a number of pages to the concept but has this one-sentence definition.

> Broadly interpreted, the achievement of discipline in a group setting is the process whereby a teacher arranges an environment and controls the stimuli in such a manner that the participants in a certain situation cooperate in the prescribed activities and experience satisfaction and growth in the undertaking.

Cronbach (1963) provides this very brief definition.

> Classroom discipline is a conditon where pupils are using their time in educationally desirable ways.

Kounin (1971) has an equally brief definition with a different emphasis.

> how teachers deal with misbehavior.

Clarke (1968) used this definition.

> The performance of both duties and freely chosen activities in an orderly manner so that proper regard is given to the rights of others.

Legal Status

Bargen (1961) stated that "all provincial School Acts grant to schools the power to control the conduct of pupils". The 1970 revision of the Alberta *School Act* requires that "A board shall...make rules for the administration, management, and operation of schools....". In a monograph on *The Rights and Duties of Teachers* Keeler (1972) makes the following observations.

> As far as rules applying to his own classroom are concerned, these are essentially the prerogative of the teacher. It is his responsibility to establish within his classroom that level of order and discipline which will best enable him to create and maintain an effective learning climate. He has a responsibility to make each class with which he comes into contact familiar with his expectations. It may be that many teachers will want to develop their rules for classroom behavior in consultation with the students. In any event, it is only right and just that every student have a clear understanding of what is expected of him. There are many teachers who believe that formal rules should be kept to an absolute minimum and that any which are made should be obviously necessary, clearly enforceable and consistently enforced. A teacher's rules should avoid creating discipline or behavior problems for his colleagues.
>
> Those rules which apply to the school as a whole should be developed by the administration and the staff in cooperation, so that all staff members will clearly understand the rules and accept their own responsibility for the general enforcement of them. It is the duty of each teacher to be alert to infractions of school rules and to check any infraction when he encounters it. This is a duty which cannot be shrugged away by depending exclusively upon the assigned supervisors and the administration.
>
> System-wide rules, similarly, should be arrived at after full consultation with teachers. A general criterion for system rules is that they allow maximum autonomy to individual schools.

The 1970 revision of the Alberta *School Act* authorizes a board to make regulations about the suspension and expulsion of pupils and may delegate the power to enforce the rules. Keeler (1972) notes the following.

> Section 146 of The School Act, ... covers the matters of suspension of students. This section gives to a school board the power to make rules

> regarding the suspension and expulsion of pupils in its schools[1] and to delegate the power to enforce the rules. In accordance with the rules made by the board (if the board has in fact made such rules), a teacher may suspend a pupil from his class, a principal may suspend a pupil from class or from the school or from riding on the school bus, and a principal may reinstate a pupil suspended by him or by a teacher. Where a principal suspends a pupil, he is required to report immediately in writing to the pupil's parents the circumstances of the suspension. If the suspension is an indefinite one, in which the pupil is not to be reinstated within seven days of the date of his suspension, the principal is required to report immediately in writing to the board the circumstances of the suspension and to make recommendations. Presumably, this section entitles a principal, in conjunction with the teacher or teachers involved, to make recommendations to the board as to the disposition of the pupil's case. The board then has the right to reinstate the pupil or to expel him from school. The School Act provides that an expelled pupil, or his parents on his behalf, may appeal to the Minister who may reinstate the pupil or confirm the expulsion.
>
> It should be emphasized that, while the right to suspend a pupil may belong to the teacher or to the principal, the right to expel him rests with the board. The board has a duty to consider the recommendation made to it by its staff but may legally choose to act counter to this recommendation if it so desires.

The Criminal Code of Canada covers the matter of corporal punishment only to the extent of making lawful what would overwise be an unlawful act.

> It is lawful for every parent or person in place of a parent, schoolmaster or master, to use force by way of correction towards any child, pupil, or apprentice under his care, providing such force is reasonable under the circumstances.

Because the use of corporal punishment is mentioned by the Federal

1. The 1970 revision states ".... of schools, school buildings, and dormitories." A 1976 revision added "school buses".

statute, provincial school acts have tended to remain silent on the matter. There is nothing to prevent a provincial government or a school board from regulating corporal punishment, as was done in 1973 by British Columbia which forbade the use of corporal punishment in schools, or the public school board of the City of Lethbridge, Alberta which did likewise for the schools under its jurisdiction.

The power to enforce school rules and so control the conduct of students is based on the concept of *in loco parentis* meaning that when a parent sends a child to school the parent is presumed to have delegated to the school officials the right to make reasonable rules and regulations, and the authority to administer corporal punishment, suspension, or expulsion as means of enforcement. While the law has thus spelled out the traditions of the past and the wisdom of the ages, there are increasing signs of restrictions and modification in their application. *In loco parentis* specified that rules and regulations should be reasonable. Two recent cases, heard on the same day before the Supreme Court of the United States, Goss vs Lopez (1975) and Ward vs Strickland (1975) have established *for that country* that suspension shall require "some kind of notice and some kind of hearing", and that "in the specific context of school discipline, we hold that a school board member is not immune from liability for damages....if he knew or reasonably should have known that the action he took within his sphere of official responsibility would violate the constitutional right of the student affected....". The effect of these judgments is to protect students' rights and to limit, to some extent, the discretionary powers of school officials in dealing with school discipline matters. The matter of students' rights is dealt with by Dettman (1972) in a chapter on the legal basis of discipline in Western Australia, as part of the larger report.

> Within various contexts it may be used to refer to an extremely important human value, a commonly held belief, a protection in law, a social requirement, a liberty, a legitimate claim made upon another person, state or society, the possession of a power, or a moral claim. This list by no means exhausts the various shades of meaning given to the term. It does, however, serve to illustrate the confusion and misinterpretation that can arise in debate upon the subject.
>
> In the following discussion, the definition of a right used by McCloskey will be adopted....
>
> It is more illuminating to think of rights as entitlements, as entitlements to do, have, enjoy, receive, have done. To claim a right is to claim an entitlement of some sort, a moral authority to do, demand, enjoy or receive.

The report goes on to indicate that entitlements (rights) may differ from situation to situation. Thus, context is important. A

severe body check is legitimate in hockey but not in a school corridor. It is clear from the foregoing that in widely separate places there is concern to amplify the meaning and application of "reasonable" in the "reasonable rules and regulations" of *in loco parentis*. A discernible trend in the United States with respect to the legal support for the schools' power to control the conduct of students is in the direction of protecting students' rights. Some American educators deplore the erosion of their authority, while others are confident that any reasonable and fair-minded school official would normally use procedures which in fact did protect students' rights.

What will eventuate in Canadian practice cannot be predicted on the basis of the information presented above. However, it is probable that trends elsewhere will influence practice.

Corporal Punishment

For many people, school discipline conjures up corporal punishment, and for a few, the terms are synonymous. Because punishment is one of the meanings of discipline, this connotation is understandable. However, in the present study punishment is recognized as one means of securing order or control of students, and corporal punish as one kind of punishment.

During 1975 there was sufficient interest in corporal punishment that the Canadian Education Association annual conference in Toronto (September 24) featured a panel presentation. Various cities across Canada, and one province (British Columbia), had "abolished the strap". Trustees, administrators, and other educators were interested in the matter partly as a possibility for their schools, and for some, because of emotional involvement. Margaret Beckingham, President of the Federation of Women Teachers' Associations of Ontario, speaking for herself, acknowledged the emotional involvement and the confusion between corporal punishment and discipline. She stated that she firmly believed in discipline but was opposed to corporal punishment. In summarizing the arguments in favour of its use, she mentioned: corporal punishment is necessary to maintain order so that students can learn, the strap has a deterrent effect, and the strap is less damaging than other disciplinary measures such as sarcasm or ridicule. Opposing arguments were more numerous: corporal punishment deals with the symptoms and neglects the cause, develops aggressiveness and hostility instead of self-discipline, its availability discourages the search for better alternatives, it does not contribute to learning and in fact may hinder it by producing nonadaptive behavior, it may modify overt behavior but does not change basic personality structure, it can teach a child that he lives in a violent world - the way to control others is to engender fear, the student behavior which may cause one teacher to use the strap may scarcely disturb another teacher, and if regularly used corporal punishment is accepted even to the point of students bragging about it. She acknowledged that alternatives to corporal punishment were costly: smaller classes to permit the teacher

to meet different learning needs of individuals, the establishment and acceptance (by teachers, students, and parents) of clear learning objectives, school space which permits misbehaving students to be sent to a quiet place to work, school counsellors to help teachers and families, and additional support services for difficult cases.

In an unpublished paper, Patterson (1975) traces the origin of the traditional approach based on the depravity of the child, and the use of the rod to dispel the devil. A Puritan schoolmaster, and a poem, are used to illustrate the beliefs basic to corporal punishment.

> As God has sanctified the rod and correction, to cure the evils of their conditions, to drive out that folly which is based up in their hearts, to save their souls from hell, to give them wisdom; so it is to be used as God's instrument to these purposes. To spare them in these cases is to hate them. To love them is to correct them betimes.

The poem below is perhaps more understandable and straight forward in the beliefs it expresses.

> Students, like horses on the road,
> Must be well lashed before they take the road.
> They must be willing for a time to run.
> But you must whip them, ere the work be done.

In summarizing the reasons for the use of corporal punishment, Patterson (as indicated above), starts with the concepts or beliefs which supported its use. In addition, he notes that in pioneer times in Canada, teachers were dealing with rough students, they were inadequately prepared for the task of teaching, schools were drab and unattractive, and the curriculum was not adapted to the needs of the students.

A rather amusing history of corporal punishment by Barnes (1976) entitled "A History of 1,115,800 Raps on the Head" traces its use from Roman times to the present. A perusal of such accounts makes clear that the strap, as sanctioned for today's schools, is much more humane than were some of the procedures formerly used. In a popular, free magazine (Homemakers, February 1976) Pritchard (1976) presents his opposition to the use of the strap in schools, and accepts the emotional basis.

> Why, I had to ask myself, am I so opposed to physical punishment in schools? I consider it quite okay to swat my own kids, and frequently do. Why am I not in complete agreement with teachers who want to do the same in school? .... Exploring my feelings, I realized that my anti-strapping stand stemmed from my own school experiences. Not that I got strapped a lot - I can only remember two or three punches from a

> sixth-grade teacher who objected to me talking at the same time she did, but what lingers is the resentment and empathy for the kids who did get strapped. I can still remember the sick feeling of shock and revulsion when the dull thud of a punch or slap hit home, and anger at the teacher who couldn't hold attention any other way. Instead of getting cooperation, the teacher lined up the whole class against him. No matter what the victim had done to provoke the teacher, the class sympathy lay with the student.

Many authors have taken pen to inveigh against the use of corporal punishment. Dettman (1972) presents the traditional view of school roles.

> Because formal education must take place mainly with groups of students interacting with the teachers in classrooms, order is necessary if effective learning is to take place. Interruption and distraction must be minimized. Society has given teachers the role and the right to lead and control the learning situations in classrooms; the school is a place where society expects order to prevail. The teacher must have authority and the right to be obeyed. He will be most effective when students voluntarily accept the exercise of a teacher's authority and acknowledge that they have a subordinate position in the learning process. Thus the teacher has a positional status in which rights and responsibilities are determined by the social structure.

After reviewing the negative effects of punishments, and the arguments for and against its use, the report goes on to state.

> The case against the use of punishment in classrooms is not water-tight.

However, the conclusions of the committee were that it did not approve of corporal punishment. The basic reason given is cogent.

> The Committee realizes that the rapport between teacher and pupil that is necessary for the development of a climate where learning may take place for its own sake will not flourish where control is maintained by the cane.

There is considerable literature on punishment. The evidence on its effects as recorded in the literature up to the 1960's is summarized by Church (1963). A more recent article pointed toward education by Clarke (1970) presents many caveats and qualifications about the effect of punishment, and concludes with this warning.

> Teachers using punishment as a means of attempting to achieve behavioral control must recognize that they are handling a potentially dangerous procedure: when it is introduced into a behavior sequence, the direction of the change in response is unpredictable and responsibility must be accepted also for the disruption of social behavior, arousal of pervasive emotional reactions and acquisition of unfavorable motivations which are likely to follow the repeated use of aversive stimulation.

Chamberlin (1971) summarizes the research conclusions about corporal punishment as follows.

> Punishment has a history of ineffectiveness and futility covering several thousand years.
> Punishment is considered detrimental to the development of democratic views and truly democratic discipline.
> The dominating tendencies and aggression manifested by many persons in applying punishment indicate that these persons, in some degree, are neurotic.
> Children rapidly learn the methods of authority, dominance and aggression demonstrated by the teacher.
> Since methods which are demonstrably more effective are available, reliance on punishment and strong-arm methods seem truly wasteful.
> All forms of correction with punishment have one thing in common:
> A person learns from them what not to do, but not what to do. To be more effective punishment should be based on the following:
> It must be administered in terms of the past life of the child.
> It must be based on understanding rather than emotion.
> The reason for the punishment has to be understood by the child.
> It must be related to the act rather than to the one who committed the act.

Chamberlin goes on to describe the traditional views of student control, and the more recent ones, and quotes Echler (1955) about five dominant concepts still prevalent in classrooms today.

> Reactionary: "Spare the rod and spoil the child."
> Traditional: Emphasis on respect for the teacher. As to the children: "Theirs not to reason why."
> Golden Mean: Emphasis on responsibilities as well as freedoms. A flexible medium of restraint in an atmosphere of freedom.

> Progressive: No punishments. Discipline should come from deep interest in the work which children undertake voluntarily.
> Lunatic Fringe: The pupils are free; this makes the teacher their slave.

School Discipline as a Goal of Education

When people are asked what are the goals of education in the broadest sense, that is, the goals of schools and of other educational agencies, discipline is mentioned by few. In a recent unpublished study in Alberta it was found by Coutts (1974) that of 1237 statements of goals of education originated by 204 leaders from ten different groups only 11 of the 1237 statements dealt directly with discipline. Of these, seven called for more discipline and less permissiveness leading to more self-disciplined citizens, while four called for a de-emphasis on the present stress on competition and more provision for free expression. However, there were 110 statements which called for personal development, and 49 specifying moral and ethical values. Much of the character building associated with proper discipline might have been included in these.

A position paper developed for the Department of Education, Province of Alberta by James (1971) and his committee lists six goals of secondary education. The third listed is "a philosophy which stresses regard for human worth and for the values conducive to ethical and moral behavior."

The meaning of this goal is further spelled out in the following quotation.

> An important outcome of public education, in co-operation with other influences, must be the development of those values which are central to the fabric of our society. A person acquires values from many sources - experience and practice, parental influence, religious faith, and his own insights and feelings. Values represent more than mere verbal acceptance of what is respectable and more than simple knowledge of what is right. They constitute those ideals, beliefs, and goals which can be inferred from a person's day-to-day activities, and which guide his actions and behavior.
> To experience personal fulfillment, as well as to live effectively and to contribute to society, each person must possess an awareness of his principles, aims, and goals.
> He should be encouraged to integrate these into a framework of values and to use them to create a harmonious pattern of life.
> Education must set out deliberately to create an environment which will encourage individuals to

> to make rational decisions based on logical grounds - decisions which are based upon respect for the dignity and worth of their fellow individuals, irrespective of race, color, or creed. At all times, life itself must be viewed as most precious.

In a section on applications and implications of the goal, there are a number of points raised, two of which are pertinent.

> 4. Rules and regulations should be applied to individual cases in a flexible manner, allowing for the specific circumstances of the person and situation involved.
>
> 5. Students develop a sense of self-worth and an understanding of the worth of others by involvement as citizens in the school community. Secondary schools should allow students a part in formulating rules and regulations. Such sharing of both the privileges and responsibilities and obligations of the community should promote good citizenship on the part of all - students, teachers and administrators.

The implication of this statement of a goal of education is that the rules of conduct which are developed in schools should be based on a reasoned value system.

The Report of the Commission on Educational Planning, Worth (1972) lists six goals of education, one of which (ethical discretion) is expanded as follows "to nurture the development of personal values and a social conscience". The explanation or elaboration of this goal provides somes hints about the kind of values being contemplated.

> To curb the continuing deterioration of the physical and social environment, to counteract the threatened instability of the social structure and to prevent the loss of privacy, greater individual awareness of, and commitment to, values appropriate to human survival in a technetronic age should be cultivated. Similar attributes are also vital for those who, in future decades, will have to make crucial decisions about such emerging concerns as the genetic control of life, perhaps even the creation of life itself. A life of ethical and moral action is also the key to experiencing personal fulfillment.

The kind of conduct school discipline is to foster inevitably is based on a system of values. The procedures used should also be consistent with the value system. Then, if school discipline is effective it will be teaching the value system.

A further, more recent, Alberta statement of goals is *Goals of Basic Education*, 1975. The following goals, with direct implications for school discipline, are quoted.

1. Learn to be a good citizen.
   a. Develop an awareness of civic rights and responsibilities.
   .
   .
   d. Develop an attitude of respect for public and private property.

5. Learn to respect and to get along with people of varying beliefs and life styles.
   a. Develop appreciation and respect for the worth and dignity of individuals.
   b. Develop an understanding of functions, responsibilities, and achievements of various societal institutions.
   c. Learn to take into account the values of others when making personal choices.

In a Canada-wide survey of the purposes of education, Lauwerys (1973), reports the result on the 29 questions asked. The first two questions and their responses are as follows.

1. Students go to school to learn and to acquire basic skills. In your opinion, which one of the following *does* a student also acquire to the greatest degree as a consequence of his experience in your schools?
   1. ☐ 211 a system of values
   2. ☐ 991 an ability to reason and apply knowledge
   3. ☐ 225 an ability to adapt to the changing world
   4. ☐ 95 other
   18 no answer

2. Students go to school to learn and to acquire basic skills. In your opinion, which one of the following *should* a student also acquire to the greatest degree as a consequence of his experience in your schools?
   1. ☐ 303 a system of values
   2. ☐ 645 an ability to reason and apply knowledge.
   3. ☐ 541 an ability to adapt to the changing world
   4. ☐ 42 other
   9 no answer

The Canada-wide results above can be compared with the results from the Alberta sample (which was part of the Canada-wide sample) in the following figures.

	Canada-wide	Alberta
Question 1		
1.	211 (13.7%)	22 (14.8%)
2.	991 (64.4%)	100 (64.5%)
3.	225 (14.6%)	21 (13.6%)
4.	95 (6.2%)	9 (5.8%)
	18 (1.1%)	2 (1.3%)

The results for question 1 show a striking similarity for Canada and for Alberta. However, on the goals aspect or what *should be*, there are considerable differences.

Question 2		
1.	303 (19.7%)	42 (27.7%)
2.	645 (41.9%)	72 (46.5%)
3.	541 (35.1%)	36 (23.2%)
4.	42 (2.7%)	3 (1.9%)
	9 (0.6%)	1 (0.7%)

A considerably higher proportion of the Alberta respondents thought that there should be more stress on a student acquiring a system of values. In this connection Lauwerys quotes C.S. Lewis, a noted theologian, on values which are agreed upon by sages and religious teachers from different culture areas.

> 1. The law of beneficence: to show goodwill towards all other human beings is virtuous. To do murder is evil.
> 2. The law of justice and good faith: honesty, truthfulness, just and fair treatment for both men and women.
> 3. The law of mercy.
> 4. The law of magnanimity: the virtues of courage and loyalty.
> 5. The law prescribing duties to parents, to elders, and to children.

While it would be possible to go farther afield, in general the goals of education do not directly deal with school discipline. They do, however, increasingly in the mid 70's stress the development of a value system which would be the basis for school discipline.

Surveys

Many surveys of what various groups think of the schools (what *is*) and/or what they think the schools should be doing (what *should*

be) are done for local areas, are published and available in the local area, but never reach the literature.

In 1973 the Lethbridge Public School District #51 published a report on *The Goals of Public Education*, (Bevan 1973). Data were gathered through public meetings, oral and written briefs, and a questionnaire. Of 4200 questionnaires distributed 2100 were returned. There were 133 questions, to which the respondents could react on a five-point scale: no importance, low importance, moderate importance, high importance, extreme importance. For example, item D26a was as follows:

"To provide opportunity for parents, students, teachers, and the general public to participate in decisions and policy related to atmosphere (discipline etc.) of the school." The response was as follows. No importance 4.8%, low importance 7.4%, moderate importance 27.2%, high importance 37.6%, extreme importance 23.0%. The respondents were 350 educators, 575 students, 174 parents, 155 members of the general public.

Another item proposed "to eliminate almost all rules and have schools operate on mutual trust and understanding." Students favored this approach more than did other participants, who in general did not support the change. The opposite items were "to continue the present system whereby schools operate on a minimum set of rules and regulations" (strongly supported by all groups) and "to provide a set of rules and regulations for all students and require that they be observed" (support for and against about evenly divided). The report makes these comments.

> On the basis of (....these responses) it would appear that the community was not generally supportive of further relaxation of school governing procedures. ....When questionnaire data was coupled with discussions at regional meetings it appeared that there was a continuing desire for organization and structure within the schools. Although individualizing of program and instruction was supported there was a strong feeling that some students do not perform at an optimum unless they are specifically motivated within a recognizable structure.

The Lethbridge study is typical of surveys done for local areas. Thus Chalmers (1972) did a survey entitled *1,000,000 Opinions* for the Greater Montreal Protestant School Board. The question which relates to school discipline was "how do you feel about the schools' control over students' behavior in the following areas" (dress, homework, attendance, smoking, classroom behavior, personal conduct with teachers, personal conduct with other students). Respondents rated the schools' control as too strict, about right, too relaxed, or no opinion. The results, as summarized by the authors, are as follows.

> On every issue, more students say 'too strict' than 'too relaxed', although on 5 of the 7 issues a majority say 'about right'. More parents both high

> and elementary, say 'too relaxed' than 'too strict'. Frequently, however, 'about right' earns a majority of responses and almost always captures a plurality. A majority of high school teachers reply "about right' on 6 of the 7 issues and a majority of the elementary school teachers on 5 of the 7 issues. A plurality of both high school and elementary teachers reply 'about right' on every issue. Smoking is the most divisive issue. More than on any other issue, students feel control here is too strict; but on no other issue do more parents feel control is too relaxed. A plurality of teachers indicate that present control is about right. Dress and homework are considered 'too relaxed' by substantial percentages of high school and elementary parents. Forty-five percent of high school parents and 37% of elementary parents considered dress too relaxed; 47% of high school parents and 33% of elementary parents considered homework too relaxed. Classroom behavior is judged too relaxed by 42% of all teachers and by 41% of high school parents. Attendance is considered too relaxed by 43% of high school teachers but by only 16% of elementary teachers.

A scholarly survey by Hodgkinson (1974) of the Junior Secondary Schools of Greater Victoria used survey and interview data gathering procedures. On the basis of the interviews, the perceptions about discipline were as follows.

	Teachers N=22	Students N=36	Parents N=29	Administrators N=11
A major problem	64%	36%	72%	90%
Not a major problem	36%	64%	28%	10%

An illuminating summary of the concerns expressed by teachers is provided in the study.

> There has been a pervasive decline in social morality, standards, and values. The contemporary ethos favours licence, permissiveness, slackness, and, in general, avoidance or denial of responsibility since "tout comprendre c'est tout pardonner." Broken or single parent homes are a concomitant factor and new teachers are inadequately prepared to cope with problematic situations. Some teachers believed the problem was still worse in the senior secondary and there was a perception that up to 40% of counsellors' and admistrators' time was consumed on this issue. The teachers expressed views

> on both sides of corporal punishment debate and the view was also expressed that it was very difficult to expel or remove problem children. The School Board was seen as discouraging this solution for political or other reasons and consequently the unwilling or disruptive student continued to aggravate the situation.

The questionnaire results show all groups disagreeing with the statement "school attendance should no longer be compulsory". There were three questions on discipline, to which respondents could react on a five-point scale from strongly agree to strongly disagree. The questions were as follows.

#13 Students do not work best in a permissive atmosphere.
#14 If punishment is given, it should consist of doing worthwhile work, like cleaning up.
#15 Discipline is a serious problem in the Junior Secondary School.

The number of responses for the various groups were as follows.

	Teachers					Parents					Students					Administrators				
	SA	A	U	D	SD	SA	A	U	D	SD	SA	A	U	D	SD	SA	A	U	D	SD
Item 13	8	20	5	7	3	218	250	102	85	22	60	103	75	89	37	1	4	3	2	0
Item 14	4	30	4	4	1	193	327	63	79	35	75	169	36	56	41	1	4	2	3	0
Item 15	6	22	4	10	1	222	185	178	83	8	9	117	71	86	15	1	0	1	8	0

The author summarizes these results in the following ways.

> ....the parents and teachers are most concerned about permissiveness, the students and administrators least so, and the widest gap exists between parents and their offspring.
> ....on the issue of discipline, there is no overall support for a "permissive" approach; there is a general perception of the problem; and there is some agreement on modes of treatment.

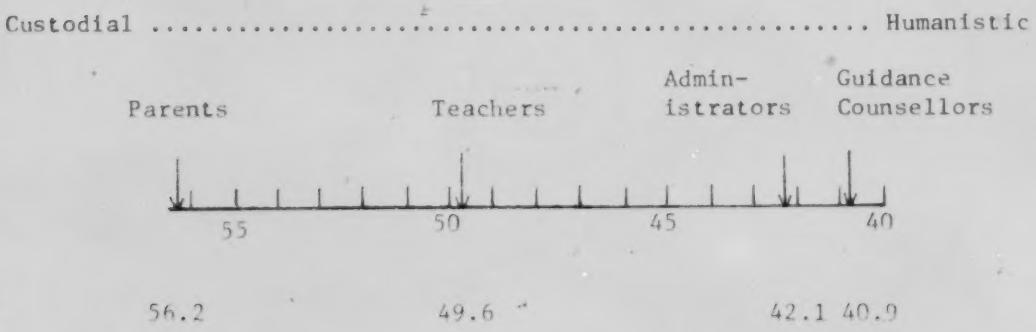
Two Alberta studies (Fritz 1973 and Macmillan 1973) have used a theoretical framework originated by Carlson (1964) and applied to the development of a Pupil Control Ideology instrument by Willower (1967). Fritz based his study on 18 randomly selected high schools in Alberta. The custodial and humanistic orientations to pupil control which the scale purports to measure are described as follows.

> The rigidly traditional school serves as a model for the cutodial orientation. This kind of organization provides a highly controlled setting concerned primarily with the maintenance of order. Students are stereotyped in terms of their appearance, behavior, and parents' social status. They are per-

ceived as irresponsible and undisciplined persons who must be controlled through punitive sanctions. Teachers do not attempt to understand student behavior, but, instead, view it in moralistic terms. Misbehavior is taken as a personal affront. Relationships with students are maintained on an impersonal basis as possible. Pessimism and watchful mistrust imbue the custodial viewpoint. Teachers holding a custodial orientation conceive of the school as an autocratic organization with rigidly maintained distinctions between the status of teachers and that of pupils: Both power and communication flow downward, and students are expected to accept the decisions of teachers without question. Teachers and students alike feel responsible for their actions only to the extent that orders are carried out to the letter.

The model of the humanistic orientation is the school conceived of as an educational community in which the members learn through interaction and experience. Students' learning and behavior is viewed in psychological and sociological terms rather than moralistic terms. Learning is looked upon as an engagement in worthwhile activity rather than the passive absorption of facts. The withdrawn student is seen as a problem equal to that of the overactive, troublesome one. The humanistic teacher is optimistic that, through close personal relationships with pupils and the positive aspects of friendship and respect, students will be self-disciplining rather than disciplined. A humanistic orientation leads teachers to desire a democratic classroom climate with its attendent flexibility in status and rules, open channels of two-way communication, and increased student self-determination. Teachers and pupils alike are willing to act upon their own volition and to accept responsibility for their actions.

The results can be summarized as follows.



The differences are statistically significant. Further findings show that males, teachers with less preparation, and teachers with more experience were more custodial in their pupil control ideology. The author has this to say about the strong custodial leanings of parents.

> Parents showed significantly more custodialism in their perceptions of appropriate ways of managing high schools and in dealing with students than did the teachers. It is not an infrequent expectation on the part of parents to voice a desire that schools keep the young more "in check". It is often the case that parents find themselves reluctant to exercise controlling authority at home and attempt to compensate for their own felt deficiencies by demanding increased efforts at such control on the part of the school. The pressure for such increased control falls essentially upon the classroom teacher. The implications are therefore especially critical for the classroom practitioner.

Having reviewed surveys of city school districts (Lethbridge, Montreal, and Victoria) and one Alberta-wide survey, we will describe a Canada-wide study and compare the results with the Alberta results (which were a component part). During the 1972-73 school year 1,680 questionnaires were distributed by the Canadian Education Association across Canada. Lauwerys (1973) reports that of 1531 useable returns there were 236 from students, 257 from educators, 669 from parents with children in school, and 399 members of the general public without children in school. The following items are of interest.

Item 7 "What do you think is the biggest problem with which your schools have to deal?"

	CANADA	ALBERTA
1. lack of discipline	324 (21.0%)	45 (29.7%)
2. difficulty in getting "good" teachers	340 (22.1%)	42 (27.1%)
3. lack of parents' interest	501 (32.5%)	37 (23.9%)
4. other (mostly lack of students' interest)	341 (22.1%)	29 (18.7%)
no answer	34 (2.3%)	1 (0.6%)

The reader will notice that there is a greater concern about discipline shown by respondents from Alberta. As has been found in other studies, this is most pronounced in the general public without children in school, followed by that of parents with children in school, followed by that of educators, and exhibited least by students.

Item 10 "Do you think the atmosphere in your school is:"

	CANADA	ALBERTA
1. too restrictive	183 (11.9%)	11 (7.1%)
2. too permissive	410 (26.6%)	63 (41.3%)
3. satisfactory "	927 (60.2%)	77 (49.7%)
no answer	20 (1.3%)	3 (1.9%)

The Alberta results again show a preference for increased strictness in comparison with the Canada results.

Item 23 "In your opinion, compulsory attendance in school should last until:"

	CANADA	ALBERTA
1. a specific age	702 (45.6%)	85 (55.5%)
2. completion of the student's set goals	561 (36.4%)	45 (29.0%)
3. the student becomes indifferent to the school program "	256 (16.6%)	22 (14.2%)
no answer	21 (1.4%)	2 (1.3%)

Item 26 "It is sometimes claimed that schools have a 'custodial function' because students are too young to enter the labour market and they would otherwise be left idle at home or on the streets. Do you agree that this is one legitimate function of the schools?"

	CANADA	ALBERTA
1. yes	512 (33.2%)	50 (32.2%)
2. no	880 (57.1%)	86 (55.5%)
3. no opinion	135 (8.8%)	14 (9.7%)
no answer	13 (0.9%)	4 (2.6%)

The custodial function, in the sense of keeping young people off the street, is rejected by the majority of Canadians and Albertans.

The common threads that run through all of the studies cited so far are also found in the present study of School Discipline.

Parents and the general public do not favor any relaxation of school discipline. While many (especially parents of children in school) are satisfied with the status quo, most of those who are not would prefer to see any change in the direction of more structure and firmer discipline.

Teachers are concerned about school discipline but would not go as far as parents and the general public toward increased strictness. Students and administrators and guidance counsellors are least concerned about so-called permissiveness and would give support to the so-called humanistic approach to pupil control. While all of the groups cited above consider that school discipline is a matter for concern, it is of less concern than lack of parents' interest. Two major generalizations can be made: school discipline is a matter of some concern, and different publics which the school serves have different perceptions about school discipline. This latter generalization has a serious consequence: teachers and administrators can be caught in a crossfire if the school becomes a battleground for conflicting ideological positions (which conceivably have much broader bases in society).

Turning from Canadian surveys, brief mention will be made of some others. Each year the Gallup Poll determines for the United States what general public regards as the chief problems of school. Each year discipline heads the list. Dettman (1972) chaired a committee which enquired into discipline in Western Australia. The study and report are far more comprehensive (380 pages) than any of those previously cited. The main conclusions fit the pattern found by other surveys.

> Most of the problems faced by teachers in Western Australian high schools are essentially similar to those faced by their predecessors in earlier decades. There would appear, however, to be emerging a new dimension in high school student behavior. To the problems of behavior that have always been associated with adolescence has been added a tendency to question the authority of the teacher. This undoubtedly reflects a tendency in society generally to question social order and authority.
>
> Problems of student indiscipline have been evident in schools from the very beginning of formal education and it would be unreasonable to assume, particularly in an era of mass education, that they could ever be wholly eradicated. Traditionally acts of indiscipline have tended to be controlled through the use of such negative sanctions as corporal punishment, retention, suspension, and a variety of minor deprivations of liberty.
>
> The Committee considers the achievement of optimum levels of student behavior may better be realized through the development of a school environment which makes schooling much more attractive to students, which reflects a more deliberate and enlightened attempt to enhance their welfare and which allows them to have some measure of choice and control over the educational experiences they may obtain. To accomplish this, attention will need to be given to the total school environment and to its relationships with the wider society.

Behavior Modification

In 1920 J.B. Watson performed the widely publicized experiment in conditioning Albert to fear a white furry object (rabbit). No doubt there were earlier roots, but this event is often cited as an origin, and always the work of B.F. Skinner at Harvard is mentioned. MacMillan (1973) has a chapter which provides a brief history. Sulzer et al (1972) defines behavior modification as follows.

> When the methods of behavioral science and its experimental findings are systematically applied with the intent of altering behavior, the technique is called *behavior modification.*

Starting with the modification of animal behavior (Skinner worked with pigeons), behavior modification entered education chiefly through children in special educational settings. It is now advocated as a means of classroom control for normal students. Its development seemed to be from animals to clinical work with individuals to individuals in special classes (education) to normal classroom settings. Often examples deal with preschool or early elementary school level children. Authors of books which apply behavior modification to education tend to be in University Departments of Special Education. Those who hold that student control procedures are primarily a social psychological phenomenon will be quick to point out that behavior modification is basically an individual psychological procedure.

MacMillan (1973) makes a point which is most appropriate.

> Desirable behavior emitted by children seems to be viewed by adults as 'what comes naturally' and undesirable behavior as what they (adults) have to deal with. Hence, in a class of 30 children, which children get the majority of the teacher's time and attention? The class hellion. In other words, it pays to misbehave and it doesn't pay 'to be good', assuming that teacher attention is a positive reinforcer.

There is little doubt that student control difficulties for many teachers are rooted in the circumstance described above.

Becker et al (1971) have produced what they describe as a "behavior modification primer for the teacher." The authors use a three-step model of teaching, S-R-S. The teacher presents the *stimulus*, the child *responds*, the teacher presents the *following stimulus* or consequences. As is true of all behavior modification, reward is stressed over punishment.

In general, all behavior modification procedures are set in a framework established by objective and specific answers to these questions. First, what behavior is maladaptive, or what behavior

should be increased and what decreased. (Teacher preference is *not* the sole determiner). Second, what environmental contingencies support the student's behavior -- either to maintain the undesirable or to reduce the likelihood of a more adaptive response. (A contingency is a reaction which may but does not have to follow a student's response. eg. student raises eyebrows and teacher says 'don't you understand?'). Third, what changes in the environment, or reinforcing stimuli may be manipulated to alter the student's behavior? As Keller (1974) puts it:

> The classroom behaviors of children are indeed altered for the good or the bad, by the timing and the quality of teacher attention to what follows them.

This basic truth may indeed be lost on many teachers. Thus, when the teacher says "Mary, sit down. Be quiet, John. Henry, get to work" she is establishing misbehavior as the model for others, or standing, talking, and not working are rewarded.

Those who dip into behavior modification for the first time will have to master a number of technical terms such as the one already illustrated; contingency. Others are fading, chaining, criterion level, terminal behaviors, and so on. Some may be repelled by behavior modification because they see it as a sinister way of manipulating human behavior. In this connection, the foreword of a detailed and scholarly book by Sulzer et al (1972) deals with the ethical issues.

> So, if behavioral technology has come, has freedom left? Rephrase the question, and it may take on a clear meaning -- and a very human answer. If a behavioral technology was always *possible*, what could freedom ever have been? That is, if behavior had causes, manageable causes, then in what sense are we, the behavers, free?

Any treatment of the ethical questions involved will soon encounter the obvious fact that all teaching has, as its purpose, the modification of behavior. As Bandura (1969) puts it:

> The basic moral question is not whether man's behavior will be controlled, but rather by whom, by what means, and for what ends.

An interesting and readable presentation by Meacham et al (1974) undertakes to integrate behaviorism with humanism. The examples are from normal classrooms, and tend to be less clinical, and for older ages, than is often the case. Some extended case studies from normal classrooms are included.

Readers who would like to be introduced to behavior modification should start with Becker et al (1971), then proceed to Glavin (1974). His 152 page book is one of the best presentations of behavior modifi-

cation. The author does not over-use technical terms, is not "hung up" on scientism, and even devotes a chapter to the difficulties and weaknesses of behavior modification. The great strengths come through clearly: immediate and positive reinforcement influences (modifies) behavior. The reader senses that the clinical origin and one-to-one setting have been left far behind, and the author is indeed presenting procedures which can be used in classrooms. The basic presentation of behavior modification procedures is not as detailed in this book as in some others. Meacham and Weisin (1974) set out to integrate humanism and behaviorism, and by the time of the second edition had leaned more toward humanism, perhaps because they, like others who write in this vein, started from knowledge gained in a clinical setting. This is an ordinary book, not a programmed learning book. It is a book to read. The terminology will be familiar to those who know behavior modification: behavior, response, contingent, reinforcement. The downgrading of negative reinforcers (especially punishment) and upgrading of positive reinforcers (rewards) is also present. There is an interesting list of undesirable classroom behaviors: fighting, yelling, destroying property, poking or pulling other students, disturbing other students, making loud noises. The examples are from normal classrooms and tend to be less clinical and for older ages than is found in some behavior modification presentations. The authors' struggle toward humanism is revealed in an interesting section on the ethics of behavior modification. A few extended case studies from normal classrooms are included. Classroom teachers will find much in this presentation which is understandable.

Humanistic Education

A model or idealized description of humanistic student control has already been presented in the section on surveys. As applied to schools, humanism would be much broader in its effect than student control, as it would also influence or determine the goals of education, curriculum, the organization of the school, and general teaching methods. This review will focus on the implications for student control.

Combs (1972) makes clear that feelings, self-knowledge, and self-acceptance are important in humane individuals. In dealing with humanistic goals of education, he has this to say:

> Modern education must produce far more than persons with cognitive skills. It must produce *humane* individuals, persons who can be relied upon to pull their own weight in our society, who can be counted upon to behave responsibly and cooperatively. We need good citizens, free of prejudice, concerned about their fellow citizens, loving, caring fathers and mothers, persons of goodwill whose values and purposes are positive, feeling persons with wants and desires likely to motivate

> them toward positive interactions. These are the things that make us human. Without them we are automatons, fair game for whatever crowd-swaying stimulus-manipulating demagogue comes down the pike. The humane qualities are absolutely essential to our way of life--far more important, even, than the learning of reading, for example. We can live with a bad reader; a bigot is a danger to everyone.

He goes on to spell out the desirable student control techniques, although they would not be so labelled by humanists.

> The teacher who is concerned about personal meanings of students is much more likely to find that his relationships with students are warmer and more human. Human aspects are not rejected but actively sought and appreciated. Empathic teachers, honestly concerned with understanding how students think, feel, and perceive are far more likely than other teachers to be liked by their students, have less problems with motivation and discipline, find themselves more successful in carrying out their assigned tasks--to say nothing of being more relaxed and happy on the job.

Third force psychology is mentioned, and Combs goes on as follows:

> Psychologists attached to this new frame of reference call themselves by many names: self psychologists, transactionalists, existentialists, phenomenologists, perceptualists, and the like. By whatever name, however, these psychologists are concerned with more than the specific, precisely designed behaviors of individuals. They are deeply concerned with questions of values, human goals and aspirations, feelings, attitudes, hopes, meaning, and perceptions of self and the world. These are the qualities which make us human, and it is because of these concerns that this point of view has come to be known as the humanistic approach. Humanistic approaches to psychology, it should be clearly understood, do not deny the tenets of behavioral approaches. Quite the contrary, they include such approaches, but extend beyond them to deal with more holistic matters not readily treated in the older behavioral system. This is precisely what is needed in modern approaches to educational accountability.

A.H. Maslow is often recognized as the best spokesman of these views, but many other well-known authors such as Carl Rogers, A.S. Neill, Hubert Kohl, John Holt and Clark Moustakas should be included.

Zahorik and Brubaker (1972) are typical in their attempt to describe how to apply the humanistic viewpoint to education. The authors state that for teacher classroom behavior to be humanistic it must exhibit the following four characteristics.

1. Receptive

   Teacher behavior must be open and receptive to students' ideas, feelings, and actions. It must encourage and be willing to deal with those matters that concern students. If the behavior is restrictive and closed, independent thinking, valuing, and acting will be discouraged.

2. Facilitating

   Teacher behavior must not only be receptive to students' ideas, it must also facilitate students' thinking and valuing. It must help students to develop those human characteristics each possesses. Perhaps the term "service" as used by Huebner best expresses this criterion. He states that if schools are to be moral institutions they need to be of service to individuals. Schools need to serve the full range of interests and talents of students. Students should not be asked to serve the school.

3. Personal

   The behaviors that the teacher uses in accepting and developing students' ideas cannot be stereotyped and routinized. The exact same behavior usually cannot be used with all students. Humanistic teacher behaviors are individual and unique for each student. They must be sensitive and responsive to the interests, needs, and talents of each student.

4. Genuine

   As well as being personal the behavior of the teacher must be genuine, honest, and sincere. Superficial openness and service will not lead to greater humanism on the part of students. Teachers must be deeply interested in the lives of students and this interest and genuine concern must be manifested in the teachers' behavior.

The authors admit that these criteria draw heavily on Rogers (1969). The reader interested in following up this area should consult Rogers. Zahorik and Brubaker specify what a humanistic student should be.

> The humanistic qualities that each student or each man possesses are the capacity for self-direction, independence, and responsibility, and for thinking, valuing, feeling, and creating. The extent to which the student realizes this cap-

> acity and displays these qualities is the extent to which he is a humanistic person.
>
> Self-direction, independence, and responsibility refer to the students' ability to be his own man, to decide for himself, to act on his convictions, to be accountable for his beliefs and actions. It means to not follow others or submit to authority blindly, but to challenge the accepted and the sacred when they are in conflict with one's intuitions, even when the challenger is a minority of one. The thoroughly human person will resist efforts to be dominated. He will insist, on independent choice and accept the consequences it will bring. To settle for less reduces one's humanness.

The book goes on to advocate case studies and class discussions of inappropriate student behavior as a method of developing student control.

Humanistic ideals are being promoted in publications which are designed to disseminate information throughout a particular public. Thus, Ducharne & Nash (1975) have an article entitled "Humanizing Teacher Education for the Last Quarter of the Twentieth Century" in the Journal of Teacher Education. While the main thrust of the article is to promote the extension of teacher education to human service education (as witnessed by the new name for the institution in which the authors are located The College of Education and Social Services of the University of Vermont), it throws light on humanistic ideals, as Gartner and Riessman's arguments about changes in the world of work and concern about the quality of life are presented.

> Gartner and Riessman carry the analysis one step further. They believe that, over time, people start to demand the following kinds of services: satisfying work, a higher quality lifestyle, a cleaner environment, the heightening of political consciousness, the reduction of hierarchy and bureaucracy, and self-development. The authors conclude that as the United States moves more and more into a mixed economy, with a greater role for human service work and consumption of those services, new forms of educational organizations, delivery systems, and teaching procedures will be necessary. One implication of this is that professionals will have to be trained to be more experimental in their helping approaches, diverse in their skills, politically adept in their dealings with agencies and bureaucracies, collaborative in their planning with clients, liberated from entrenched role definitions, and effective in their work with people. The very description of varieties of roles and responsibilities suggests the improbability of

> professionals' stagnating in *one role and place* throughout their careers. It further suggests the folly of institutions engaged primarily in the preparation of *one kind of professional* to serve in a narrowly defined environment.

In a companion article, Saltmarsh, Hubele, and Canada (1975) spell out their contrast of traditional control procedures and the desired humanistic replacement.

The picture, as these authors see it at present, follows.

> In the real world, many teachers feel if you "give students an inch they'll take a mile." Principals have a need to ensure that no student or teacher will challenge authority and survive. Thousands of students have turned off from schooling. In far too many instances, periods of overwhelming animation, enthusiasm, consuming interest, binding commitment, unspeakable curiosity, pathos, joy, motivation, and living occur before school, between classes, at lunch time, and after school. Only occasionally are such excitements contingent with formal learning activities in the classroom.
>
> Many school people have preferred to use threat management in order to motivate task activities. Many such educators are well-intentioned, even kind, committed persons. Even for such persons, the habituated orientation to threat dynamics in our culture can move like a velvet fog. Thus it is quite easy for even humanistic teachers to mindlessly imply to a student an unspoken message such as: "Good people do well in my course--people who don't are bad."
>
> Competition is another preferred system of motivation. Students who successfully argue or debate other students into submission are rewarded with grades and social potency. Students who freely interact with one another or with faculty in searches for truth often are not rewarded, because such interactions begin best when the persons involved publicly admit a lack of knowledge or skill about something. In our competitive culture, the admission of inadequacy is negatively valued. Thus, students who make these searching attempts are either ignored or implicitly punished. A reason for this is the well-eatablished value system that suggests that graduates must be ready to compete in a harsh and unyielding world. Successful competitors are massively rewarded at all levels of schooling. Unfortunately students

usually enter the competition by default. Successful competition by default. Successful competitors, victories of such competition, are often hollow and vaguely tinged with worthlessness and remorse. Levels of existential despair among "successful" people are observable and do not require special training in order to be noticed.

The title of the article is "Facilitating Humanistic Relationships in the Classroom". Here is the description of what should replace the traditional control procedures.

Eliminating the Exploitation System

Abraham Maslow has suggested that we ought to use some of our enormous creative technology in new efforts to produce super persons as well as super things. His self-actualization model gives direction for distinct movement toward an internal locus of control and away from the "other-directed--Either I do this or I'll be defeated"--competitive model. Maslow's concepts provide worthy alternatives for educators to consider and to try to put into operation.

When this model is operational, learners can begin to take responsibility for their own learning. Students need no longer refrain from helping other students for fear of losing their positions within the grading curve. They need no longer present a facade of disinterest for fear of being perceived as a "brown nose." The old exploitation model which implies that getting ahead means stepping on someone else is obsolete. Yet in many classrooms, that model is still stubbornly invoked in subtle and unknowing ways every day. There are two prominent perceptions which contribute to the maintenance of this exploitation system:

1. A strong characteristic of student-teacher relationships in the students' minds is the perception that "This teacher will give me a grade," and not "This person will help me learn something." That perception must be changed! It can be changed right now by immediately moving away from the teacher's ancient weapon (mystical external evaluation). Teachers can relinquish this weapon only when they are willing to relinquish their perception that students are their adversaries/enemies. Weapons are for enemies. An alternative is a specific internal performance description. This means that the student shows precisely what the behavioral

objectives of the learning task are and also how to describe his or her own success at the task. An old rationale implies that if the learner doesn't know what part of the assignment will be on the test, he or she will learn the total assignment. It is just such nonproductive rationale which elicts much of the cheating that we always like to blame on depraved students.

2. A second preeminent characteristic of student-student relationships in classrooms is the perception that learning task activity is unshareable. Display of error in thinking or performance is to be uniformly avoided under the pain of ridicule and embarrassment. Thus, freedom to experiment with learning is massively repressed. This freedom to learn must be restored. A key to that restoration is the facilitation of authentic interpersonal relationships which attend to the processes of learning rather than those of competition and exploitation. Such relationships permit the imperfections of experimentation and permit mistakes to be made with minimal threat and the promise of positive recovery. (This would allow people to learn from their own mistakes, as well as provide freedom to assert one's assets without the compulsive humility that is often demanded from learners.) Experience and skill with group dynamics are prerequisites for teachers who are committed to such facilitation.

Perhaps the essence of the difference between the humanist and the traditionalist approach is the extent to which fumbling and trial behavior of students is tolerated on the road to self-discipline. Another aspect may be the amount of uniqueness or deviation from norm in the final student behavior. Many people are dedicated to one or the other position, in varying degrees, with consequent divergence of viewpoint on student control procedures and on the desirable end-points of these procedures.

Chapters in Books

Most books on educational psychology have one chapter or a section on the control of student behavior. These are understandably brief. Thus Lefrancois (1975) in a textbook on Psychology for Teaching has a chapter devoted to behavior modification and discipline. In it, he outlines various techniques which can be applied to learning or to discipline, and observes that the control of a class through attention to learning rather than through attention to discipline is highly desirable. Dreikurs (1957), a psychiatrist author of Psychology

in the Classroom, approaches discipline from the viewpoint of attempting first to analyze causes. In a chapter Toward Changing a Child's Goals some 15 descriptions of discipline problems with analyses of probable causes and indicated procedure are provided. One of the values of this book is that it recognizes the importance of the group, and devotes considerable emphasis to the social psychological aspects of student behavior control. In a much more recent book, Dreikurs et al (1971) along with his co-authors writes to help teachers in our present troubled schools. The title of the book is revealing: Maintaining Sanity in the Classroom. The first chapter deals with discipline and order.

> Maintaining discipline is a part of the educational process. It is the foundation of social living. It is not a subject to be taught and learned nor a thing that is done to someone. Too often discipline is thought of as an either-or proposition; either the children rule the roost or they have to mind at the drop of a hat. The teaching of discipline is an on-going process, not something to resort to only in times of stress or misbehavior.

Many teachers will appreciate this down-to-earth treatment of discipline and order, with its focus on self-discipline and goal-directed behavior.

> We see the child as a social being who wants to find his place at home, in school, and in the world. If he misbehaves, he has developed erroneous ideas about how to belong. The behavior of children can only be understood when we know its purpose. All behavior is goal-directed; it indicates the ways and means that each child has discovered as his expression to gain status and significance. The child decides what he intends to do, although he is usually not aware of what he has decided and that he can change his decision.

Giles (1967) has a 12 page chapter devoted to classroom management which starts with "one of the major problems facing the beginning teacher (and some experienced teachers) is how to maintain discipline and control". A good analogy with medicine points out that any given drug will not provide a panacea for ills, just as a set of procedures will not work to control students in all situations. The chapter touches on the social trends of freedom and permissiveness, and on student rights. It spells out helps in maintaining order: know the students, be well prepared, develop a few necessary rules, and use reasonable sanctions. As with other chapters, a number of discussion questions are appended, since the book was designed to serve as a textbook for teacher education. Gue (1977) has a chapter devoted to control and harmony in the classroom. The topics include the roots and rationale for classroom management (which deals with the nature of man, the nature of learning, the nature of human needs,

and the rationale for control); the golden strands of control: respect and concern; specific concepts in control processes in the school (punishment, limits, love, leadership, internal and external control, types of control problems) and applications to practice (with twelve different headings). The chapter ends with an effective summary of the ideas presented. Both of the preceding authors (Gue and Giles) are located in Alberta and their writings readily apply to the school situations found in Alberta.

How to Do It

There is no dearth of books which provide information and suggestions about how to obtain and maintain school discipline. Many authors accept and promote a particular philosophical and/or psychological position. The review which follows does not undertake to cover all the "how to do it" books.

Kounins' (1970) book is singled out because his suggestions about classroom management are based on research in the classroom situation. Kounin categorized ways in which teachers dealt with misbehavior with respect to clarity, firmness, anger, and humor and also with various kinds of redirection and punishment. In general, pupils react favorably to teacher efforts to deal with misbehavior if they are motivated, and if they like the teacher. Disliking the teacher is related to seeing the teacher as punitive, overreacting, and angry. Ways in which teachers deal with misbehavior also affect what Kounin calls "the ripple effect", or the impact on students who observe what has happened.

Kounin then identified six teaching strategies and observed their effect on student behavior. The first (withitness) is the teacher communicating to students that the teacher knows what is going on and can correctly identify culprits and stop misbehavior at the appropriate times (students say "he must have eyes in the back of his head" and also, are not aggrieved by the famous "you didn't do anything to Johnny when he did it"). The second (overlapping) is the teacher's ability to deal with a second intruding event when they are already dealing with one without being completely immersed in the second (usually misbehavior). This ability insures that the mainstream of learning is not disrupted. A third strategy (smoothness and momentum) refers to the teacher's ability to initiate, sustain, maintain activities and to shift from one to another eg. teacher explaining, teacher questioning, students reading, students doing problems, etc. The fourth (group alerting and accountability) is the extent to which the teacher focuses on one student and ignores the rest, who obviously proceed to take advantage of the fact that they are being ignored and are not being held accountable. The fifth (valence and challenge arousal) and the sixth (seatwork variety and challenge) are ways of dealing with satiation, potential boredom and so avoiding potential misbehavior. Kounin makes the following claims for these procedures.

> It is possible, then, to delineate concrete aspects of teacher behavior that lead to managerial success in a classroom. These techniques of classroom management apply to emotionally disturbed children in regular classrooms as well as nondisturbed children. They apply to boys as well as to girls. (We found no consistent difference between boys and girls in behavior scores, nor did we find that scores for management apply to the group and not merely to individual children). They are techniques of creating an effective classroom ecology and learning milieu. One might note that none of them necessitate punitiveness or restrictiveness.
>
> This focus upon group managerial techniques in classrooms is intended to go beyond simplified slogans such as "create rapport" or "make it interesting". Neither does this focus entail a preoccupation with such characteristics as "friendly", "warm", "patient", "understanding", "love for children", and similar attributes of people in general. These desirable attributes will not manage a classroom. Rather, the business of running a classroom is a complicated technology having to do with developing a nonsatiating learning program: programming for progress, challenge, and variety in learning activities; initiating and maintaining movement in classroom tasks with smoothness and momentum; coping with more than one event simultaneously; observing and emitting feedback for many different events; directing actions at appropriate targets; maintaining a focus upon a group; and doubtless other techniques not measured in these researches.

For the teacher interested in diagnosing what is wrong, Fox et al (1966) provides simple diagnostic tools to assess the classroom learning climate, social relations, pupil norms, pupil-teacher interaction, etc. They are reproduced in the booklet. Their use and interpretation is included. Many valuable insights could be gained by using only one or two of the 23 diagnostic tools presented.

Chamberlin (1971) provides a very practical treatment in a 337 page book. The opening sentences set the tone.

> Man has employed two basic methods in his efforts to keep society moving onward: one method is coercion, the other is persuasion. Those who have worked in our public schools have had to work between the two.

Almost immediately, a very sensible definition of classroom and school discipline is provided.

> Broadly interpreted, the achievement of discipline in a group setting is the process whereby a teacher arranges an environment and controls the stimuli in

> such a manner that the participants in a certain situation cooperate in the prescribed activities and experience satisfaction and growth in the undertaking.

This book recognizes the importance of discipline, as defined, as a prior condition for teaching-learning, in contrast with many approaches which take the position that teaching-learning is all important and if right, there will be no discipline problems. Yet the book recognizes that discipline is only one factor contributing to the major goal—student learning.

> We must have satisfactory discipline so that
> * Students can study, grow, and develop their potentials
> * Teachers can teach, assist student development, and realize professional success.
> * Individuals and groups may communicate
> * Men and women can create a society in which people respect themselves and others, and are capable of self-direction and self-control.

A chapter on how a teacher can cause discipline problems should be most helpful in diagnosis. For example, the author lists premature initiation of field trips, class parties, etc. Other examples are lack of planning and preparation with the use of the same method day after day; attention span disregarded; teacher talks all the time; etc. Still another is the teacher who runs a popularity contest—wants every student to like him.

The author points out that teacher personality, especially enthusiasm, optimism, initiative, resourcefulness, and interest in the learner, has a profound effect on classroom discipline. He lists teacher behavior which causes student misbehavior. Three examples out of literally dozens are provided.

> Use a loud voice while teaching and talk "over" noise.
> Require much homework (busy work) and throw it into the waste-basket the next day.
> Secure obedience by humiliating students through the use of sarcasm, ridicule, and belittling remarks.

This kind of practical treatment is used to describe group behavior, analysis of problems, corrective techniques, and the like.

Jessup and Kelly (1971) at the outset state that "there is no one tried-and-true never fail solution to (discipline) problems", or put another way "because all teachers and students are unique individuals, what works for one teacher may fail for another." They go on to provide a realistic definition of discipline.

> Classroom control is that technique or method which the teacher develops within the framework of existing school rules to provide the proper learning climate for his students.

The book is divided into chapters on teacher-caused problems, student-caused problems, administrator-caused problems, and parent-caused problems. Each is presented from a background of soundly-based theory (the theory is NOT presented), illustrated by application to classroom situations, and divided into understandable sections eg. "Teacher, Too, Have Survival Needs". The chapter on student-caused problems has descriptions of six incidents each of which suggests five or six teacher "action-options". These would be excellent for staff discussions, as would the chapter on administrator-caused problems.

The secondary school, focussing on the high school, is the setting for this 156 page book.

From this point on, the remaining books reviewed in this section are arranged alphabetically by author. Bridges and Scrimshaw (1975) provide a 139 page collection of articles by seven British authors. Persons interested in seriously exploring the philosophy behind such topics as Parents' Rights or Should Schools Be Participant Democracies? will find this book of great value. While much of the presentation is difficult, there are many easily understood practical applications of basic theory. For example, three principles on which a democratic school is organized are presented.

1. Any internal policy decisions should be made by all those persons directly affected by it, or their representatives.

2. Decisions are taken only after full and free discussion of the issues involved.

3. All members of the school community must accept the obligation to help carry out and enforce these decisions.

Many attempts to inaugurate a democratic school organization have neglected the third principle!

Brown and Phelps (1961) originally wrote a 427 page book in 1952. It had sufficient use to call for a second edition. It features the commonsense approach, and as such, would be regarded as "down to earth" by many teachers. For example, the authors list seven contrasting teaching skills and the resulting behavior. One is given:

TEACHING SKILL

MANY PROBLEMS	FEW PROBLEMS
Makes vague assignments or no assignments at all. Pupil does not know for certain what he is to do, so does nothing on his assignment. Undesirable activity often results.	Makes clear and definite assignments. Pupil knows what is expected of him and does it. No time for undesirable activity.

There is also a list of six personality characteristics or social graces, which follows the same pattern. Any teacher could profit from a mental inventory along this line. A few pages further along is a list of twelve procedures for improving class morale, and within another two pages fourteen basic principles about the use of punishment. The chapter on classroom control ends with eleven study questions, the first being as follows:

> Be specific in stating the distinction the authors would make between discipline, social control, and self-control.

Apart from the distinctions the author makes, reflection on the distinctions would be beneficial for many teachers.

Dobson (1974) addressed his 278 page book to parents, although there is one chapter devoted to discipline in the classroom. Popularly written, it claims 375,000 copies in print. The style is illustrated by a preamble to the chapter on discipline in the classroom: "Reading, Writing, and Arithmetic, Lost for the Want of a Hickory Stick." Another sentence establishes Dobson's own position: "Neill's (the author of Summerhill) philosophy is the antethesis of everything I have found worthwhile in the training of children; his misunderstanding of discipline and authority is complete and absolute." The title (Dare to Discipline) describes the message of the book.

Gnagey has two short books or pamphlets on discipline. In the first, Gnagey (1968), in 81 pages provides bases for determining what is a misbehavior (moral, personal, legal, safety, and educational considerations) then suggests criteria for rules of conduct (minimal, relevant, meaningful, positive). It goes on to briefly outline the causes of misbehavior (ignorance, conflicting rules, frustration, displacement). A short chapter is devoted to the teacher as a cause of misbehavior, and another to control techniques. The objectives or outcomes of good control are well-put: the deviancy must cease, contagion must be inhibited, human relations must be maintained, learning should become more efficient and more desirable. The control techniques described draw heavily on Redl and Wattenberg. This little book bears out its title in that it applies the psychological knowledge of the day to classroom discipline. The later book, Gnagey

(1975), reveals interesting changes. It is only 50 pages in length and is designed to apply proven research to classroom practice. Thus, Kounin's classroom studies, behavior modification, Glasser's reality theory, and others are applied to teaching situations very briefly, as the total length of the pamphlet indicates. The pamphlet ends with a checklist for evaluating disciplinary techniques and an up-to-date list of references (mostly journal articles).

Those who may be interested in the historical approach will find an informative account in Harris (1928). The first half of this 384 page book provides an interesting historical approach, with emphasis on American experience. For example, a text on "Moral Science" dated, 1835 is quoted as follows, "It is the duty of the instructor to enforce obedience, and of the pupil to render it". For the student of the history of education, with an emphasis on the philosophy, principles, and procedures of control of pupil behavior, this book would be most helpful.

La Grande (1969) addresses his 222 page book to the high school teacher. It is based on traditional viewpoints. For example, it presents "The Teacher's Golden Rule", "Eight Ways to Command Respect", "Nine Approaches to Motivating the Student", and "The Delicate Equation of Fear and Love". The book is very readable, and an excellent presentation of the conventional wisdom, often illustrated with anecdotes or quotations from appropriate sources. Many teachers would regard this as a most useful reference.

La Mancusa (1966) has produced a popular, even jocular, 194 page book "We Do Not Throw Rocks at the Teacher". The messages behind the easy reading are practical. For example, the chapter How Many Bells for a Fire Drill, Again? lists 65 questions a teacher new to a given teaching situation could ask, because the answers are essential knowledge. The book proceeds in this fashion - one illustrative chapter hammering home an important aspect of establishing and maintaining control. For example, there is an illustration of a Rooms Standard Chart with standard 1 being We raise our hands before talking. The reader will note the positive approach, and also will note that the examples appear to be appropriate for the elementary school. One more illustration is provided from the chapter entitled Teacher Conservation Program. It expresses a philosophy which permeates this delightful little book.

> The development of the whole child in the classroom learning milieu can only reach fruition when the development of the whole teacher is an actuality, not merely an illusion which is measured in terms of inches, pounds, and years.

Parody (1958) directs his book toward the high school. It is short (93 pages) and starts with a realistic description of five incidents of misbehavior from grades 8 - 12. It goes on to teacher and principal discussion of the situation, which brings out the various positions which could be taken and the principles involved. A revealing

analysis of a discipline incident is presented in terms of what the student thinks and what he says, and what the teacher thinks and what he says. The approach of the book is based on guidance or mental health principles. For example, the book lists factors needed by the teacher to change behavior.

a) Establishment of limits.
b) Use of cooperative problem solving.
c) Development of empathy and rapport.
d) Use of release and restraint.
e) Ability to enter the pupil's world by inference.
f) Acceptance of the pupil's feelings.
g) Skills of observing, listening, suspended judgment, etc.

There is an excellent discussion of the nature of democratic discipline. The flavor is given by one sentence:

> Pupils need freedom to develop the inner controls of self-discipline which cannot be imposed from without, and they need to be restrained from without when their lack of inner controls becomes a threat to security or growth.

The matter is not left there. Procedures for developing good discipline (including a lengthy checklist for principals and for teachers) are suggested. As the author states in the conclusion, "Discipline is seen as an integral part of the educative process".

Sheviakov and Redl (1956) have produced an oft-reprinted short (62 page) book. In dealing with the kind of discipline we want, the authors quote from the Basic Field Manual of the United States army (circa 1942) the following definition:

> Discipline is .... the voluntary subordination of the individual to the welfare of the group. It is the cementing force which binds the members of a unit; which endures after the leader has fallen and every semblance of authority has vanished; it is the spirit of the military team.
>
> All types of training which develop positive qualities of pride, honor, loyalty, confidence, initiative, and teamwork are essential.

The reader will note the statement of the goal of discipline, the emphasis on self-discipline, and the implication of moral or character training. The quotation illustrates Principle I in the Army Manual "Group Morale is Essential". The intervening principles are equally sound. Principle 10 is "Democracy is built on RESPECT, on CONFIDENCE in each other, and on COOPERATION".

The book tackles "Three Main Headaches" which are listed as The Individual or the Group, Managerial Manipulation or Attitude Change and How Do We Know Whether it Works.

Turner (1973) has compiled 122 pages of short essays on discipline, which has the usual limitations because of that. However, it presents a British point of view, and some of the chapters are excellent. One of these, by Keith Wadd, is entitled Classroom Power. This chapter presents an analysis of power and authority, legitimacy, dominance, relationships, and order. The flavor is illustrated by a single sentence.

> ....though it is written from a keeping discipline perspective, it is certainly not being suggested that discipline is of supreme importance in the classroom situation; it is the quality of the teacher's influence that is most important.

Any teacher who is perplexed about authority and authoritarianism will profit from this short chapter in a worthwhile book.

SCHOOL DISCIPLINE STUDY

PART III DESIGN

POPULATION AND SAMPLE

Because it was hypothesized that the community context is an important factor in school discipline, the school was chosen as the basic unit from which the representative participants were selected. In turn, the administrative unit associated with the schools selected provided a second source of participants. Finally, all of the personnel in Department of Education Regional Offices were asked to be participants.

Participation was voluntary; however, letters from the A.S.T.A. directed to trustees, and from the A.T.A. directed to members, urged participation.

A stratified sample of 100 schools was selected on the basis of three criteria. The first was school size, with nine categories: 1-5 teachers, 6-10 ...., 36-40, and over 41. The second was school level, with six categories: K-6, K-9, K-12, 7-9, 7-12, 10-12. The third was geographic location, in four categories: Edmonton and Calgary, Other Cities, Divisions and Counties, Independent Districts.

A table which classified all of the schools in the province (1277) by size and grade level was used to determine how many schools of a given size and level were required for the sample. The sample schools of each size and level were then distributed over the four geographic areas. Because the geographic area Calgary and Edmonton contained so many schools, there was a further allocation to the four districts: Edmonton Public, Edmonton Separate, Calgary Public, Calgary Separate. Finally, the actual schools of the size, level and geographic area required for the sample were chosen randomly from all such schools with the given characteristics. For detail on the procedure used in securing the sample, see the TECHNICAL REPORT on the ALBERTA SCHOOL DISCIPLINE STUDY.

REPRESENTATIVENESS OF THE SAMPLE

Of the 100 schools in the study, 90 were those specified in the original selection. Two superintendents (each associated with two sample schools) declined to have the schools participate, one because he was about to leave the area, and another because the schools were not representative of those in the administrative unit. Two principals declined to agree that their schools participate. Two schools which were chosen were in fact closed. One principal was unable to secure the participation of parents, and one (which did not have a telephone), failed to reply to three letters. In each of these cases, an alternate school from the cell was used.

The procedure used to obtain the sample required successive roundings from exact proportions (eg. 18.95 schools) to whole numbers (eg. 19 schools). If successive roundings tended to be in one direction (eg. rounding up) the actual number of schools of a given kind could differ from that required for the sample. The worst such difference was 5.56 schools required for the sample and 4 actual schools included.

In terms of students, the exact number for the sample should have been 33,603. The actual number of students in the 100 schools of the sample was 33,145, a difference of 458 or 1.4%. In terms of teachers, the exact number for the sample should have been 1,750. The number in the sample was 1753, a difference of 3 teachers or 0.02%. The sample was reasonably representative.

For further detail, see the TECHNICAL REPORT on the ALBERTA SCHOOL DISCIPLINE STUDY.

OBTAINING DATA

The purposes previously outlined (participant's views of what is, and what should be, with the intention of pointing to possible courses of action) broadly determined the data to be collected, and to some extent, the method of collection.

First to be examined were Likert-type scales (strongly agree, agree, uncertain, disagree, and strongly disagree). Two Alberta studies (Fritz 1973, and MacMillan 1973) had used a twenty-five item scale devised by Willower (1967) based on an analysis of the school made by Carlson (1964). Because Alberta data were already available using this scale, and because its use did not appear to point toward possible courses of action, it was not selected for the study despite the advantage of being tested for reliability and validity.

The checklists examined were deemed not suited to the purposes of the study. Careful consideration was given to the possible use of a word selection type of data gathering. For example, select three words from the following which best describe your personal feelings about school discipline: harsh, soft, punitive, degrading, lax, inconsistent, unfair, constructive, etc. In the end, this type of item was abandoned in favor of scaled items.

Interviews as a means of gathering data have been effectively used by Hodgkinson (1974) in a study of discipline done for the Greater Victoria school board. The costliness of this method of gathering data prohibited its use in the present study. Careful thought was given to interview validations of the questionnaire, and again cost was a deterring factor. However, the main basis for decision was that the simplicity of the questionnaire as finally developed and its open-ended questions seemed to make an interview validation unnecessary. It should be noted in passing that in matters where strong attitudes, feelings, or emotion are involved

interviewing as a method of collecting data is subject to bias and calls for very well trained interviewers.

A review of previous studies proved to be disappointing. No great wealth of data gathering suggestions were found. The best of those found have been cited above.

To secure returns as complete as possible, the advisory committee to the study recommended that in schools the principal, and in administrative units the superintendent, be the agent of the study to receive materials, explain the study to participants, distribute the materials, collect the completed materials, and return them to the study director. This method of obtaining data was adopted. It was also used with the co-ordinators of Regional Offices.

It was recognized that students in grades 1, 2, and 3 probably could not read well enough to provide valid responses to a questionnaire. It was also recognized that some students in grades above three would experience the same difficulty. After securing the advice of consultants it was decided that data gathered after a teacher or other adult read and explained the questions might well be biased. The consultants agreed that some students (particularly in grade 4) might experience difficulty with the questionnaire but the consensus was that students in grades above three should be included.

THE NATURE OF THE DATA

The purposes of the study determined the general nature of the data to be collected. However, many proposals to collect data on various aspects of associated factors were considered. Chief of these was a proposal to gather data on parents' views about discipline in the home. It was hypothesized that views about discipline were global, at least for discipline at home and in school. This proposal was pursued to the point of developing and trying out a set of items designed to gather data on views about home discipline. Consultants were divided as to whether such items should be included. A proposal that participants' views on capital punishment be sought was soon extended to include views on use of drugs, use of alcohol, and the like, as well as participants' devoutness. The same hypothesis was applied: that views about school discipline and about these various matters were global. As a result of the ramifications of such extensions, it was finally decided to restrict the data gathering to school discipline.

A strongly supported proposal from some members of the advisory committee and some consultants was that discipline should be defined, and data should be gathered in terms of the definition. The counter view, which prevailed, was that each participant should be able to proffer his or her own view of what discipline is, and to react in terms of that view. It was recognized that as a result the study would be less elegant, but as compensation, it would be much closer to reality.

Other proposals about the nature of the data to be gathered were examined. One of these consisted of questions related to examples of school discipline problems. Thus, an incident could be described and participants be asked to react. A whole series of studies with a mental health slant based on the original one by Wickman (1928) have followed this pattern. Another proposal was that school factors (such as large classes, inappropriate materials) be listed and that participants be asked to react. A personal data item on religion, with attempts to gather a measure of professed devoutness was considered, tried out, and abandoned.

No doubt the careful consideration given to all of these proposals influenced the nature of the data which were finally sought.

It was generally agreed that socioeconomic status and mobility were important factors in school discipline. Ratings were therefore devised to gather data about these.

The personal data generally included age and sex. Beyond that, experience in education was asked of most participants, but other items of personal data were unique to each group.

A basic decision about the nature of the data was that all participants should be asked the same four questions. A weakness of this is that questions tailored to one group only could not be included. This weakness, it was thought, was more than compensated for by the great advantage of being able to make comparisons among the views of participants from various groups.

INSTRUMENTATION

The Questionnaire

Anonymity and confidentiality were prime considerations. Confidentiality envelopes were provided with each questionnaire. Anonymity did not extend to schools or administrative units. Every questionnaire sent out was stamped with the name of the school or administrative unit.

Sponsorship, the reason for doing the study, and possible resulting action were briefly delineated at the start of the questionnaire.

Bearing in mind the considerations set forth in the two preceding sections it was decided that a combination of open-ended and rating scale items should be used to gather data on what discipline is like, and what it should be like. A natural setting was used for each questionnaire as follows: "Suppose you were leaving the principalship of your school. Suppose a colleague from another district who was considering applying for the position in response to an advertisement asked you the following question". For the vice-principal: "Suppose you were leaving the vice-principalship of your school. Suppose a

colleague from another school in your district who was considering applying for the position asked you the following question". For teachers: "Suppose a colleague was considering a teaching position in your school and asked you the following question". For students: "Suppose a friend was moving into your district and was going to your school". For parents: "Suppose a friend was moving into your district and was going to be sending children to your school". For the superintendent: "Suppose you were leaving the superintendency of your administrative unit. Suppose a colleague from another district was considering applying for the superintendency and asked you the following question". For Central Office Personnel: "Suppose a central office person from another district or province was talking to you". For trustees: "Suppose a trustee from another district or province was talking to you". For Regional Office Personnel: "Suppose a Regional Office Person from another area or province was talking to you".

It was decided to design a seven point rating scale to obtain, if possible, more spread and scatter on the ratings.

The causes of school discipline were included since open-ended questions could illuminate for each participant and each group views on most important, or at least most frequently mentioned causes.

The suggestions for improving school discipline were designed to express viewpoints along a theoretical continuum from custodial to humanistic orientations originated by Carlson (1964) and used by Willower (1967), Fritz (1973), and MacMillan (1973). From custodial to humanistic, the items (see Appendix 1) were 73, 68, 71, to 66, 74 and 70. The other items were not designed to fit the continuum. It was decided to include space for an added suggestion but not to attempt to incorporate this into the tabulation of data.

At the bottom of the questionnaire, the participant was instructed to place it in the confidentiality envelope, seal the envelope and hand it to the principal, superintendent or the co-ordinator of the regional office as the case might be.

The questionnaires were of different colors, except those designed for the Superintendent and Regional Office Personnel, which were white.

Estimate of Socioeconomic Status

The principal, with the assistance of the vice-principal if desired, was requested to estimate or guess at the percentage of families of students who attended the school in each of four categories. The descriptions in the categories covered occupation and income level.

A simple scale based on assumptions of equidistance with a 4-3-2-1 weighting, produced a numerical score with a possible range of 400 (where 100% of the families were estimated to be in the highest category) to 100. Dividing by 50 reduced the range from 2 to 8 with a mean of 5.

Estimate of Mobility

A simple four-place checklist on the back of the sheet for the estimate of socioeconomic status was provided. A description in words (from very little mobility to very high mobility) with percentage turnover (fewer than five percent to over twenty percent per year) was included.

Principals reported that it was easy to complete these forms.

Letters from Organizations

A letter signed by the President and Executive Director of the Alberta School Trustees Association and directed to each trustee was provided with each trustee questionnaire. The letter spoke of the sponsorship by the organization, about concerns, about the potential value of the study, and urged trustees to co-operate. A similar letter signed by the President and Executive Secretary of the Alberta Teachers' Association was directed to members and was included with each of the appropriate questionnaires.

SECURING PARTICIPATION

The design of the study included two features already mentioned which were intended to encourage participation: the support of five of the most important organizations in education and letters directed to their members from the A.T.A. and the A.S.T.A. A third feature, also already mentioned, was the promise of immediate feedback on the eleven "rating scale" items on the questionnaire. This was promised to schools and to the superintendent for their respective parts. In addition, the A.S.T.A. and the A.T.A. provided publicity through their periodicals, and general publicity was provided to the media by the information officer of the Department of Education.

An explanatory letter requesting approval of the participation of sample schools, and also requesting participation of the superintendent, central office personnel, and trustees, was sent to each superintendent. On receipt of an affirmative response the principal of each of the sample schools from that administrative unit was sent a similar letter and the superintendent was sent his package of materials. When the principal indicated that the school would participate, the material for the school was sent with a covering letter and instructions for administering the Student/Parents Questionnaires.

A stamped return envelope was provided in each instance, and all of the clerical work which could be done in advance was done; for example, each questionnaire was stamped with the name of the school or the administrative unit, the confidentiality envelopes for the smaller groups were pre-marked with the name of the group, and the return envelope was addressed (including the sender's return address).

The response was overwhelmingly affirmative. By October 22, 1975 when a postal strike commenced, 57 schools out of the 100 in the sample had indicated they would participate. By that date two schools had declined to participate, and two superintendents (involving four schools). The procedure previously described of choosing the alternate schools was used, so that the composition of the sample in terms of size, level, and area of school was not affected.

FEEDBACK

A hand tally of the eleven items on the questionnaire which were rated was made and the results were sent back to the school on a form devised along with the cumulative results from all units to date. Feedback was completed by March, 1976.

SCHOOL DISCIPLINE STUDY

PART IV FINDINGS

RATE OF RETURN

In any operation involving numbers of people, at any one time illness, bereavement, travel, or other causes prevent one hundred percent attendance. In addition, there are always some who for various reasons decline to participate in a study, and others who postpone until the matter is forgotten. It is frequently difficult to determine how many could have participated.

According to Department of Education records there were 22,347 teachers in all Alberta schools in 1975-76. In terms of the School Discipline Study this included principals, vice-principals, and teachers. According to these same records, in the sample of 100 schools there were 1753 teachers. The useable returns for teacher questionnaires (teacher as defined by the Department of Education) were 1489. This was a return of 84.9%.

Principals of schools in the study were asked to provide the student enrollment figures for the classroom used for student responses on the day the questionnaire was distributed. It should be recalled that students in Grades 1, 2, and 3 were not asked to participate even though a classroom of this grade level was selected. For 53 participating classrooms principals reported a total enrollment (on the day in question) of 1261. The hand tally showed 973 student questionnaires returned for a rate of return of 77.2%.

The Alberta School Trustees' Association provided figures on the number of trustees in various administrative units. For 47 of the 50 units included in the study, these figures show a total of 361 trustees. The hand tally count of trustee questionnaires returned was 274 for a return of 75.9%.

An estimate of the rate of return of parent questionnaires can be made. Enrollment as reported by 53 principals was 1261 or an average of 23.8 per classroom. On this basis for 100 classrooms the total number of students would be 2380. If it is assumed that every student had a parent or someone acting in that capacity who could have completed the questionnaire, the potential possible return was 2380. In fact, the useable returns were 1715 or 72.1%. The reader should note the many assumptions involved in this estimate, which may be low because the average number of pupils was based on rooms with grades 4-12 while parent returns included rooms of grades 1, 2, and 3. The impact of the declining birthrate and subsequent decline in enrollment has first been felt in these lower grades.

The number of central office persons who could have completed the questionnaire could not be ascertained. Each of the 50 administrative units should have had a superintendent. There were 48 superintendent

questionnaires returned. The Department of Education listed 70 Regional Office Personnel and 64 questionnaires were returned. The rate of return was 96% and 92% respectively.

GENERAL REACTION TO THE QUESTIONNAIRE

There were over 5000 questionnaires returned. Seven of these included letters criticizing the questionnaire. Points made included the following. A principal noted that because the name of the school was stamped in advance on the questionnaire some teachers were reluctant to express their "true" feelings because it would appear critical of themselves and the school. A parent noted "I have deliberated over this questionnaire for some time and have decided I cannot answer such a general ambiguous series of questions." This parent went on to state that he or she had six children go through schools and would have answered the questionnaire differently for each. However, the questionnaire for parents specified *if you have children in more than one school, answer in terms of the school from which the questionnaire came.* Another parent complained that the questionnaire came from the elementary school (where she had a child) rather than from the junior high school (where she also had a child) because she had much stronger views about discipline in the latter. A city teacher observed that "I feel that this questionnaire will do little to give a true picture of what the discipline is like in the schools of the province." She then proceeded to provide a two page single-spaced typed picture. Some highlights: "Parents know that they can intimidate a principal or teacher. Even children know this and they all do it..... In this school I have found that changes in administration have created a different atmosphere. ....." A regional office person observed that "I do not like this questionnaire - I think it is very poorly constructed". Another said "I have found the questionnaire that has been designed in connection with this study to be a most difficult one to complete". The letter then goes on to complain that the meaning of discipline (student behavior, or measures taken by the staff to influence it) is not given. However, he reveals his own position as follows "....the response scale provided for some questions is *strict* to *lenient*. This would appear to be a somewhat antiquated point of view with regard to discipline. Perhaps *informed* vs *uninformed* would better describe the philosophy of a school with regard to the handling of the behavior of its students". A trustee wrote a long (three-page) letter amplifying her views on school discipline, including school size, subject area specialization, and disruptive students.

The general theme in these seven letters was that it was not possible to present one's real views on school discipline by responding to the questionnaire. Since only seven out of over 5000 participants made this response, it may be inferred that for the vast majority, the general reaction to the questionnaire was satisfactory.

REACTION TO SPECIFIC ITEMS

Items 66-74 on the questionnaire listed nine suggestions for improving school discipline. A number of respondents complained that "there are too many ideas in one statement - it is difficult to rate if you agree in part". This kind of comment was applied particularly to #66 *Make schoolwork more interesting and more what kids want to study* and #70 *Give student more freedom, accept what they do, encourage them to develop self-discipline, and accept that some misbehavior is a part of growing up.* The "multiple idea" items were deliberately and consciously incorporated into the questionnaire on the grounds that the ideas "hung together" and reaction to the totality was desired. With respect to #74, *Let students help to make and run school rules (guides to conduct)* respondents from all groups, with reference to elementary school students, tended to indicate that "they are too immature". However, many favourable comments were made about the substance of this item eg. "Within certain guidelines, this has remarkable advantages", or eg. "Older students may have some very good ideas which should be considered". Suggestion #69 *Give special help to students who cause discipline problems, if necessary putting them in special classes or even schools* frequently generated the caveat "Special help, yes, but special classes or schools, no." Many noted with respect to #73 *Do whatever is necessary or use whatever measures are necessary (including using the strap) as much as is necessary to keep discipline* that parents should be consulted. Some said "no strap" or "strap unnecessary". Others would restrict its use to "Principal only". Still others applauded the substance. Write-in reactions to this item were strongly polarized.

Many participants (about one in five) wrote in a suggestion for improving school discipline and incorporated there the same kind of comments as described above. See the section on *1000 Suggestions for Improving School Discipline.*

CLASSIFICATION OF RESPONSES TO OPEN-END ITEMS

There were three open-end responses on the questinnaire, two to these questions: WHAT IS DISCIPLINE LIKE IN YOUR SCHOOL(S)? and WHAT SHOULD DISCIPLINE BE LIKE IN YOUR SCHOOL(S)? The third open-end response was posed as follows: "There are many causes of school discipline problems. In your opinion, what are the most important causes: Please list one or two".

An extensive and carefully prepared classification was devised, revised, and adopted, with 17 categories for each of the first two responses and 18 for the third. For each category, nine sub-classes were available. The first category was "not useable", with five sub-categories (blank, don't know, statement not on the topic, exact repetition of a following rating, and miscellaneous not useable). As an example, the second category in classifying the responses to the first question is shown below. The appropriate numbers would be placed in box 13 of the questionnaire (appendix 1) by the classifier.

School discipline is generally good with respect to the operation of the school.

1. There are few disciplinary problems. eg: "School discipline does not appear to be a serious problem."
2. The school functions well. eg: "Discipline is adequate in that it does not interfere with instruction in the classroom."
3. The present level of discipline promotes learning. "I feel that the children in our school are working in a reasonable climate for learning."
4. Discipline is easily enforced.
5. Discipline is better in elementary schools than in Jr. High Schools, and better in Jr. High Schools than in Senior High Schools. eg: "Discipline is fairly good in elementary schools, but quite poor in secondary schools."
6. Discipline is best in elementary, worse in junior high. eg: "Junior High School is the problem group."
7. In a community school, the presence of adults and young people is an important factor in maintaining a good atmosphere. eg: "Adults in the classroom and on the school bus aid discipline."
8. 1 and 4 above.

It had been hoped that two persons, a husband and wife team both university graduates could classify all of the questionnaires. The task proved too large and two other classifiers had to be added to the team. Training sessions, exchange of classified questionnaires, and discussions were held to attempt to secure as much uniformity as possible.

The classifiers were asked to provide examples of the categories and subclasses, and to select exemplars or typical responses. They found that several responses were very common, and that it was indeed possible to select exemplars. Some are presented in a subsequent section and in Appendix 2.

The classification key and tally for all participants is presented in the TECHNICAL REPORT.

EXEMPLARS OF RESPONSES TO OPEN-END ITEMS

There were three "open-end" questions: *What is discipline like in your school, What should discipline be like in your school,* and *There are many causes of school discipline problems. In your opinion, what are the most important causes? Please list one or two.* In connection with classifying the responses, the classifiers were asked to select a number of examples of the most typical responses. One of each is given below, and additional ones are presented in Appendix 2. The numbers specify how the responses were classified. Further detail on the classification is found in the TECHNICAL REPORT.

What is discipline like in your school? Responses from SCHOOLS.
Principal, rural 7-9 school, 14 teachers
- Good.
- Most students respect themselves and others .... including teachers.
- Most students understand that school is for learning.
- Support for each other exists among staff and between it and the administration.
- As a result of the above approx. 5-10 minutes a week is spent by administration in discipline for 309 jr. high students.

13-3, 14-1, 19-1

Vice-Principal, city K-9 school, 15 teachers

At (our school) we are attempting to foster an atmosphere of self-discipline, maturity and self-responsibility. The matter of discipline is dependent on the student involved as well as the type of situation. For most of the encounters, a "guidance session" takes priority. If after several attempts, self discipline has been unsuccessful, then the strap is used, and also suspension or expulsion are used for extremities.

15-3, 24-2, 26-1

Teacher, city K-9 school, 15 teachers (same school as for the vice-principal above)

The staff tries very hard to work together and be consistent. Most often things go quite smoothly and co-operation is good.

At times the students seem to have more say than the teachers - certainly with the school board.

Parents have little understanding of what their children really are like in school. Or what their work habits are.

My largest complaint is that students are given too many chances before disciplinary action is taken. Granted they usually are punished but only after numerous warnings and threats, and this tends to lessen any action of discipline.

20-1, 21-3, 23-1, 25-2

Student, city junior high school, 39 teachers

The discipline in our school is not too strict but you can still have the freedom you like to have. I think all the rules in our school are very reasonable. The teachers talk to the students as friends and not just as students and this makes the student get to know the teacher better. But most important it makes the student respect the teacher.

14-1, 18-1, 20-6

Parent, rural grade 1-12 school, 8 teachers

Discipline appears more lenient than when I went to school, but I don't notice that children or staff suffer because of the freer atmosphere; there seems a more open relationship between teacher and student now that teacher is less of an authority figure. Academically, I think our children are achieving apace or ahead of what we did.

13-3, 15-6, 20-6

What is discipline like in your school? Responses from ADMINISTRATIVE UNITS.

Superintendent, rural county

Considering the present permissive climate which prevails in all sectors of our society and the decline of the Work Ethic I would say that discipline, although it is more of a problem now than it was several years ago, is probably as good in our schools as it is in any other jurisdiction. We have our share of ill-mannered, foul-mouthed, indifferent students but I would think not any more of them than elsewhere.
14-4, 18-5

Trustee, rural school division

Varies with schools and even with classrooms in the schools. Principals are obviously very important in their influence on teachers and on curriculum. I believe that good discipline is fundamental to teaching and that it is almost inborn in a good teacher, requiring only guidance to bring it out. Evaluation during teacher training is currently lacking in our universities and should be improved and increased many fold. If we had good teachers we would never have any discipline problems.
14-5, 18-5

Central Office Personnel, coordinator of instructional development, rural county

In general terms discipline is good in elementary grades, fair to poor in the Jr. High grades, good in Sr. High matric. courses and fair to poor in Sr. High general courses. It is better in the smaller schools than in the bigger schools, better in the more rural schools than the less rural schools and better in the closed classrooms than in the open area.
13-4, 14-5

What is discipline like in your schools? Responses from REGIONAL OFFICE PERSONNEL

Basically, discipline is no major problem through the elementary levels. The main problems are evident at the Junior High and Senior High Schools. While some problems may arise in the elementary school, they are being handled. Perhaps not too wisely in some cases, but they are being contained. It is when the ability to control children physically is lost, that schools get into trouble because they have little or no training or organization in other ways of controlling students.
13-5

* * * * *

While each of the above exemplars was chosen as carefully as possible, no one statement can possibly represent all of the varied sentiments expressed. However, these are typical responses, and along with those provided in Appendix 2, should provide the reader with a reasonable sample of "What they said", as selected by the

persons who classified the open-end responses of all of the participants.

What should discipline be like in your school? Responses from SCHOOLS.
Principal, city K-6 school, 17 teachers

1. Children should realize that school just as the rest of society must operate under rules and regulations.
2. Pupils should learn to respect (but not fear) teachers and other adults who must function under the expectations set down by the rest of our society.
3. The pupils should also learn to respect the rights and feelings of fellow pupils. This realization would solve most discipline problems in this school.
4. Pupils should learn to respect the property of others and also the school structure as it is a public building.

39-7, 45-6, 46-2

Vice-Principal, city, 1-9, 16 teachers

I believe discipline should be firm but fair. There should be freedom for the students but only after they learn how to use it. Discipline should be handled as much as possible by the home room teacher. All initial contact to the home should be done by them. If after all avenues have been exhausted, then and only then should the administrators be involved. Once this is done, all rights of the home room teacher to this problem are relinquished and the solution assigned by the administrator should be accepted by all parties concerned.
32-4, 36-2, 37-2, 41-2

Teacher, city, 1-6, 28 teachers

I feel that discipline should be firm. The rules should be fair, few, and simple, but that whatever rules there are should be enforced. I believe that by punishing one offender, many others will be deterred from following suit when they see that the rule is enforced.
32-7, 34-6

Student, city, 7-9, 39 teachers

I think it should at least be fair. eg. If you and your friend are talking and the teacher catches you and your friend and gives you a scolding or a detention but your friend doesn't, then that is <u>unfair discipline</u>.
37-4

Parent, rural, 8-9, 29 teachers

1. Stricter, such as definitely NO smoking.
2. Insisting homework and lessons be done.
3. Contacting the parents, before it's too late.
4. Definitely NO school dances, even though they are supervised.
5. There are really no bad children. Adults make them that way. By showing respect the teacher will also receive it.

32-2, 38-4, 41-2

What should discipline be like in your schools? Responses from ADMINISTRATIVE UNITS.
Superintendent, city district

There should be a pleasant atmosphere in which there is mutual respect

shown between teacher and student and between students. Where students overstep the bounds the teacher should indicate this without a putdown and without bringing things to a confrontation. There has to be discretion as to whether disturbing issues are discussed as a group or the disturber is invited to a serious private discussion. Teachers and students should focus on the work at hand and try to be reasonable.
37-7, 38-4, 43-3

Trustee, rural county
Consistent and impersonal as much as possible. Consideration must be given to problem students. Favoritism to certain students should be avoided as well as singling out certain students as initiators of trouble. Often problem students are potential leaders. Their energies should be directed to constructive purposes by giving them organizational - leadership roles in student and school activities. A student's personal dignity and self respect must be respected and encouraged. A good standard of conduct and achievement must be obtained not by punishment but by proper motivation by the teacher. Teachers must continually evaluate their own conduct and performance.
35-2, 37-4, 38-1, 40-5, 42-8

Central office personnel, assistant superintendent (special education), rural school division
1. Clearly defined for all (students, parents, teachers and administration).
2. Consistently enforced.
3. Appropriate to students and situation (eg. age of students, school operation, etc.)
4. Reasonable - discipline should make sense
   - not just discipline for the sake of discipline.
5. Should include a set of prescribed "punishments" or outcomes - not be dependent on the mood of the teacher at the moment (or the principal).

34-1, 37-7, 43-2

What should discipline be like in your schools? Responses from REGIONAL OFFICE PERSONNEL.
1. Based on minimum number of rules.
2. Strong on responsibility and work.
3. Concerned mainly with safety and orderliness.
4. Oriented toward individuals' self respect and self control.

34-3, 40-2, 45-5

There are many causes of school discipline problems. In your opinion, what are the most important causes? Please list one or two. Responses from SCHOOLS.
Principal
Some parents are indifferent to disciplining their children. This freedom given to some children has a definite influence on many others.
By far too many working mothers which leads to a very cold home-

coming atmosphere for these children. No home greeting whatsoever.
49-6, 63-1, 64-1

Vice-principal

Home accepted behavior disrupting a learning situation. "Problem parents far too often breed problem children." Children are therefore bewildered by two opposite authorities.

The lack of consistent policy throughout a whole school. That is, strict and lenient teachers teaching the same classes in the same school, especially when the school does not meet as a single unit.
52-1, 54-6, 63-2

Teacher

Lack of consistency in applying rules, reprimands etc. on the part of a school staff.

Behavior problems that arise from home environments which are "carried" into the school situation.
52-1, 63-2

Student

Kids feel the elders are kind and easy so it doesn't bug them to skip out, etc.

Once they've had the strap they aren't scared and big deal if they get the strap. They need something to really teach them.
50-2, 58-4

Parent

Lack of good discipline in the home.

The permissive age we find outselves living in.

The breakdown of authority generally as in government, home, church, and lack of respect for law.
63-1, 64-1

There are many causes of school discipline problems. In your opinion, what are the most important causes? Please list one or two. Responses from ADMINISTRATIVE UNITS.

Superintendent, rural school division

Lack of support from the home.

Incongruence between the school's expectations and the home's expectations.

Media - especially T.V.
60-2, 63-1, 64-2

Trustee, rural county

The permissiveness of our present day society. The emphasis on self fulfillment which becomes self indulgence. The insistence on our rights regardless of the rights of others by student, teacher, and parent. (All related).

The failure of teachers and principals to insist on a consistent good standard of conduct and achievement.
49-2, 50-5, 60-4, 64-1

Central Office Personnel, media resources, city district

Teachers too busy to let concept of discipline permeate all activities.

Parental interference becomes such (an interference) when parents are not clearly aware of problems.

Kids reflect all societal trends - lack of respect for all institutions should be of major concern. (N.B. Educators must be worthy of respect - what a challenge, how can we be mentors in these times?)
57-4, 59-2, 60-2, 63-1, 64-1, 65-2

There are many causes of school discipline problems. In your opinion, what are the most important causes? Please list one or two. Responses from REGIONAL OFFICE PERSONNEL.

Lack of rigour and reasonable expectations in learning.

The adoption of the "Do your own thing" philosophy in the home and in society in general. (The feminist movement has had a significant impact in this area.)
50-2, 63-1, 64-1

A review of these examples presents considerable diversity. In general, discipline is thought to be good, but perhaps a bit too lenient in the eyes of some. Persons removed from the school notice variability from school to school, and by level (elementary, junior high, and senior high school). Participants want firm, fair, and consistent disciplinary measures, perhaps a bit more strict. Mutual respect between teachers and students is desired. As could be expected, the home is singled out as a chief cause of school discipline problems: parents who don't care, parents who are both working, broken homes, etc. A close second is general permissiveness in society, which naturally affects the school. As one participant put it, "the adoption of the 'do your own thing' philosophy in the home and in society in general" is a chief cause of school discipline problems.

1000 SUGGESTIONS FOR IMPROVING SCHOOL DISCIPLINE

One of the structured items on the questionnaire was a list of nine suggestions for improving school discipline, with a space for participants to write-in a suggestion. The instructions were: *using the dotted lines you may add a suggestion of your own if you wish and rate it.*

Suggestions were written in by over 1000 of the approximately 5000 participants. These suggestions have been classified and analyzed and the results presented in Appendix 3. It is important to remember that they were originated by people in the field, all of them (except parents) actively engaged in education. A perusal of Appendix 3 will show that the participants "tell it as it is". Except for adding words in parentheses to assist the reader, and making a few corrections in spelling and grammar where it was deemed that this would improve communication, the examples are verbatim.

In the broadest sense, the suggestions for improving school discipline deal with ten matters: participation, standards, school conditions, understanding and accepting students, morals and values, good teaching, how to do it, getting rid of causes, remediation, selection and preparation of teachers. More specifically, there were 725 suggestions grouped under these ten headings as follows:

PARTICIPATION (146 suggestions)

1. Encourage closer ties (cooperation) between parents and the school (or teachers).
2. Arrange for input from staff, students, parents in determining standards of conduct and student control procedures.
3. Involve the parents of misbehaving students.

STANDARDS (123 suggestions)

4. Establish high standards of achievement and ensure that they are reached.
5. Make clear to students (and parents and all affected parties) the standards of behavior expected.
6. The school staff must all understand and accept the standards of and procedures for control of student behavior.
7. Establish the minimum required number of rules and regulations and enforce them.
8. Impress on students the expectations and requirements of adult life and the world of work.

SCHOOL CONDITIONS (89 suggestions)

9. Have a good extracurricular program.
10. Provide good guidance services.
11. Reduce class size and teacher workload.
12. Provide administrative backing and support to those handling school discipline.

UNDERSTAND AND ACCEPT STUDENTS (67 suggestions)

13. Encourage the development of rapport, empathy, good personal relationships between teachers and students.
14. Respect students as persons.

MORALS AND VALUES (66 suggestions)

15. Stress character development — morals and values.
16. Encourage teachers to behave so that they set a good model or example to students.

GOOD TEACHING (62 suggestions)

17. Recognize and accept individual differences and individualize procedures both for discipline and instruction.
18. Make learning interesting and exciting — good teaching.

HOW TO DO IT (61 suggestions)

19. Use consistent, impartial, fair procedures for control of student behavior.
20. Use the strap if necessary.

GET RID OF CAUSES (44 suggestions)

21. Get rid of students whose behavior is persistently disruptive.
22. Get rid of teachers who cannot perform as they should.
23. From junior high school and beyond let any student who wants to quit school, do so.

REMEDIATION (40 suggestions)

24. Provide a program of inservice education (special conferences and/or courses) for school personnel who are experiencing difficulties with discipline.
25. Help parents to be better parents.

SELECTION AND PREPARATION OF TEACHERS (27 suggestions)

26. In the preparation of teachers select candidates with the requisite personality characteristics for a good teacher.
27. In the preparation of teachers include adequate and useful treatment of classroom management (discipline).

These 27 statements constitute the message from the participants in the field who took the trouble to write-in suggestions for improving school discipline. There were definite emphases in the 1000 suggestions. The strongest call was for PARTICIPATION. This ranged from the general call for better communication or cooperation or closer ties between the home and the school, to the more specific plea for input from all affected parties, to the narrower suggestion that the parents of misbehaving students be involved. Many pointed out that if the affected persons have input into determining standards, guides to conduct, and procedures to ensure that the desired standards are attained, participation will be facilitated. The call for PARTICIPATION was found in 146 of the 1000 SUGGESTIONS FOR IMPROVING SCHOOL DISCIPLINE.

A second definite emphasis was for STANDARDS. The participants proposed, with varying nuances and degrees of emphasis, that the schools should ESTABLISH STANDARDS (particularly of achievement and behavior) ACCEPTED BY ALL (if possible), KNOWN TO ALL, AND ENFORCED. Participants saw a close relationship between standards of achievement and standards of conduct. They saw the need for teachers and students knowing and understanding (and if possible, accepting) these standards of achievement and conduct. Rules, guides for conduct, standards of behavior, expectations - by whatever name - were recognized as being essential. However, there was a strong caveat that there be the minimum number of these essential for order and control but that these essential rules (guides for conduct,

standards of behavior, expectations) be enforced. The call for STANDARDS was made in 123 of the 1000 SUGGESTIONS FOR IMPROVING SCHOOL DISCIPLINE.

A third emphasis in the 1000 suggestions was for the provision of conditions which would develop or foster good school discipline. Participants recognized that a good extracurricular program, good guidance services, reduced class size and teacher workload, and administrative support were all background factors calculated to secure good school discipline. The thread which ran through the 89 suggestions of this kind was PROVIDE CONDITIONS IN THE SCHOOL WHICH SUPPORT GOOD SCHOOL DISCIPLINE.

A fourth emphasis was on UNDERSTANDING AND ACCEPTING. The idea conveyed was that of brotherly love. As one participant put the matter "students are human beings". There were 67 suggestions of this kind among the 1000 suggestions.

A fifth emphasis was for teachers to stress CHARACTER DEVELOPMENT. MORALS AND VALUES were uppermost in the suggestions made by some participants. Others called for the old-fashioned idea that the teacher be a model or example. Obviously, these suggestions were made to press for the retention of these virtues. The plea contained in 66 of the suggestions was to TEACH MORALS AND VALUES, or STRESS CHARACTER DEVELOPMENT.

Other emphases included GOOD TEACHING. There were 62 suggestions calling for sound preparation, enthusiastic and exciting presentation, individualized treatment, and other aspects of good teaching. There were two different HOW TO DO IT areas with 61 suggestions: use the strap (31 suggestions) and be fair and consistent (30 suggestions). GET RID OF CAUSES was the theme of 44 suggestions, including letting misbehaving students drop out of school, or turfing them out. Some participants would be equally ruthless about teachers who they deemed unable to perform acceptably. Another 40 suggestions proposed REMEDIATION either as inservice education for the professional staff who were having difficulties, or to help parents cope with the rearing of their children. Finally, there were 27 suggestions about preservice education of teachers, including SELECTION and PREPARATION (including how to cope with discipline).

VIEWS ON WHAT DISCIPLINE IS LIKE

There were 5230 useable questionnaire returns distributed as follows: principals 100, vice-principals 80, teachers 1309, students 1406, parents 1715, superintendents 48, central office personnel 233, trustees 273, and regional office personnel 64.

On one question, participants were asked to rate, on a seven point scale, their response to WHAT DO YOU THINK ABOUT DISCIPLINE IN YOUR SCHOOL(S)? The ratings were 1 - altogether too strict, 2 - too strict, 3 - just about right, perhaps a bit too strict, 4 - just about right, 5 - just about right, perhaps a bit too lenient, 6 - too lenient, 7 - altogether too lenient. There were 4844 responses to this question. As shown in table 1, a plurality (40.9%) of those who responded to this question rated the present state of school discipline as just about right. By groups, 55.7% of principals, 47.4% of vice-principals, 46.8% of parents, 41.0% of students, 37.2% of teachers, 34.0% of superintendents, 32.0% of regional office personnel, 31.8% of central office personnel, and 24.2% of trustees so responded. Stated another way, principals and vice-principals (who were rating the success of a function for which they were responsible) were strongest in their support of school discipline being just about right, followed by parents, and so on, to trustees, who expressed least support.

Of those participants who did not think school discipline was just about right, the next largest proportion (31.7%) thought it just about right, perhaps a bit too lenient. Trustees and superintendents responded heavily with this rating, and understandably, students made the weakest response.

There was strong support for school discipline as it was at the time, especially from principals, vice-principals and parents. However, the next most frequently expressed view was that school discipline was too lenient.

Another way of presenting views on what discipline was like is in terms of the mean or average position of each group, and of all groups. These are shown in Diagram 1.

The results depicted in diagram 1 indicate that in general, the average rating of each group lies between "just about right" and "just about right, perhaps a bit too lenient". The ratings vary in dispersion about the mean, with students and central office personnel showing most variation and principals and vice-principals least. Reference to the figures shown in table 1 temper the tendency to think in terms of members of any one group being like-minded. In fact, there was considerable spread or scatter of scores, with some expressing extreme views on either side.

TABLE 1

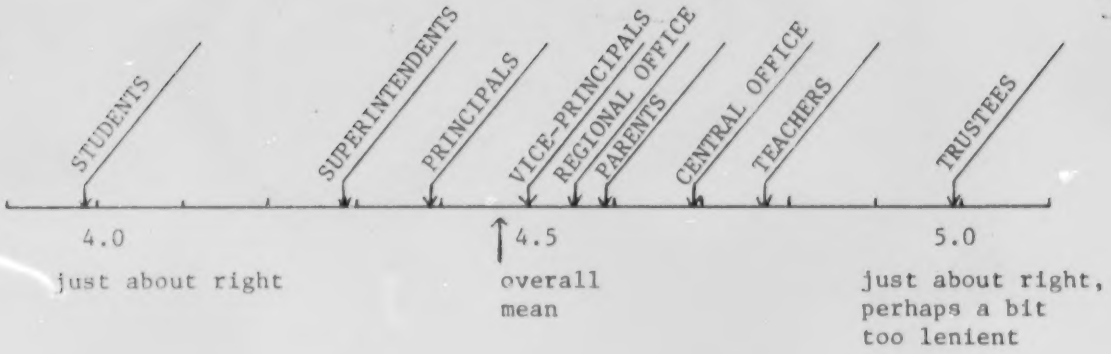
RATING OF PRESENT STATE OF SCHOOL DISCIPLINE

Participants	Rating: too strict 1	2	3	about right 4	5	too lenient 6	7	Totals
Teachers 1-6	1 *0.2%*	2 *0.4%*	14 *2.3%*	210 *41.8%*	183 *36.5%*	76 *15.1%*	16 *3.2%*	502
Teachers 7-12	2 *0.3%*	5 *0.7%*	24 *3.5%*	234 *33.9%*	278 *40.2%*	125 *18.1%*	23 *3.3%*	691
All Teachers	3 *0.3%*	7 *0.6%*	38 *3.2%*	444 *37.2%*	461 *38.6%*	201 *16.8%*	39 *3.3%*	1193
Students 4-6	10 *2.0%*	22 *4.5%*	109 *22.2%*	252 *51.2%*	81 *16.5%*	10 *2.0%*	8 *1.6%*	492
Students 7-9	20 *3.4%*	33 *5.6%*	153 *25.8%*	204 *34.5%*	130 *22.0%*	44 *7.4%*	8 *1.4%*	592
Students 10-12	3 *1.2%*	13 *5.0%*	65 *25.0%*	95 *36.5%*	65 *25.0%*	17 *6.5%*	2 *0.8%*	260
All Students	33 *2.5%*	68 *5.0%*	327 *24.3%*	551 *41.0%*	276 *20.5%*	71 *5.3%*	18 *1.3%*	1344
Parents	3 *0.2%*	19 *1.2%*	86 *5.5%*	728 *46.8%*	470 *30.2%*	203 *13.0%*	47 *3.0%*	1556
Principals	0 *0.0%*	1 *1.0%*	3 *3.1%*	54 *55.7%*	37 *38.1%*	2 *2.1%*	0 *0.0%*	97
Vice-Principals	0 *0.0%*	1 *1.3%*	2 *2.6%*	36 *47.4%*	30 *39.5%*	4 *5.3%*	1 *1.3%*	76
Superintendents	0 *0.0%*	2 *4.3%*	6 *12.8%*	16 *34.0%*	22 *46.8%*	1 *2.1%*	0 *0.0%*	47
Central Office	0 *0.0%*	1 *0.5%*	18 *8.2%*	70 *31.8%*	94 *42.7%*	33 *15.0%*	4 *1.8%*	220
All Administrators	0 *0.0%*	5 *1.1%*	29 *6.6%*	176 *40.0%*	183 *41.6%*	40 *9.1%*	5 *1.1%*	438
Trustees	0 *0.0%*	0 *0.0%*	5 *1.9%*	63 *24.2%*	125 *48.1%*	63 *24.2%*	4 *1.5%*	260
Regional Office	0 *0.0%*	4 *7.5%*	2 *3.8%*	17 *32.0%*	21 *39.6%*	9 *17.0%*	0 *0.0%*	53
All Participants	39 *0.8%*	103 *2.1%*	487 *10.1%*	1979 *40.9%*	1536 *31.7%*	587 *12.1%*	113 *2.3%*	4844

DIAGRAM 1

MEANS BY GROUPS

VIEWS ON PRESENT STATE OF SCHOOL DISCIPLINE



The actual mean scores, to two decimals, followed by the standard deviation, were: students 3.93 (1.10), superintendents 4.29 (0.88), principals 4.37 (0.63), vice-principals 4.50 (0.76), regional office 4.55 (1.07), parents 4.57 (0.95), central office 4.69 (0.90), teachers 4.77 (0.92), trustees 4.99 (0.79). The overall mean was 4.47 with a standard deviation of 1.03. The differences in mean scores are significant (at the 0.05 level of confidence) for students compared with all other groups except superintendents; for trustees compared with principals, students, parents and superintendents; and among all of the large groups: teachers, students, and parents. For further detail, see the technical report.

There was an open-end item WHAT IS DISCIPLINE LIKE IN YOUR SCHOOL? Classification of the responses to this item provides further evidence of the views of participants on the state of school discipline as it was in 1975. Seventeen response categories were used, further divided into 127 sub-classes; hence the number of responses classified into any one response category was small, and into sub-classes even smaller.

One category was "School discipline is generally good with respect to the operation of the school", with 672 of the 5230 participants having responses classified in this category. One of the sub-classes in this category was "there are few disciplinary problems". Of the 100 principals, the open-end responses of 10 were classified in this manner, of 80 vice-principals 6 responses (7.5%), of 1309 teachers 128 responses (9.8%), of 1406 students 33 responses

(2.3%), of 1715 parents 119 responses (6.9%), of 48 superintendents 4 responses (8.3%), of 233 central office personnel 14 responses (6.0%), of 273 trustees 20 responses (7.3%), and of 64 regional office personnel 3 responses (4.7%). The total responses in this sub-class was 337. Another sub-class was "The school functions well", with a total of 98 responses. Another was "The present level of discipline promotes learning" with a total of 46 responses, and "discipline is easily enforced" with 22 responses.

A second category was "School discipline is generally good with respect to student behavior". The responses of 1551 out of the 5230 participants (29.7%) were classified in this category. The largest sub-classification response was "Discipline is reasonable, generally acceptable". A total of 853 participant responses were so classified, with 298 of them from parents (17.4% of all parents), 54 trustees (19.8%), 233 students (16.6%) and 193 teachers (14.7%). The next most popular sub-class was "discipline varies from school to school" followed by "students behave as required" and "the present level of discipline sets well with students".

A third category was "School discipline is generally good with respect to firmness" with 699 responses so classified. The heaviest response (199 of the 699) was in a sub-class "discipline is neither strict nor lenient, but somewhere in between". There were 144 student responses so classified. The next heaviest response (189 of the 699) was in a sub-class "discipline is fair and well-balanced" and the next (129 of the 699) was in a sub-class "discipline is strict, but rightly so".

These three categories expressed satisfaction with school discipline. The 5230 participants had a total of 2922 responses so classified.

Two categories classified the opposite view. The first was "School discipline is generally poor with respect to student behavior". The sub-classes, in order of frequency of response classification, were: students lack respect for authority and property (107 responses so classified), school discipline is generally poor (86), students are disorderly, especially in halls and lunchrooms (62), many students are irresponsible in their behavior (56), students are not ready to accept responsibility for their actions and for their own education (42), discipline is not easily enforced (36), with combinations of the above accounting for 136 responses, totalling 525. These open-end responses expressed participants' dissatisfaction with school discipline.

A sub-class in the second category was "discipline is too lenient". No principals, and only one vice-principal, had open-end responses so classified. The percentage responses of the other groups was as follows: central office personnel 27 of 233 so responded for a percent response of 11.6%, teachers 144 of 1309 (11.0%), parents 189 of 1715 (11.0%), students 154 of 1406 (11.0%), trustees 19 of 273 (7.0%), regional office personnel 4 of 64 (6.3%)

and superintendents 2 of 48 (4.2%). If one leaves out of consideration principals and vice-principals, 11 percent of those close to the scene (teachers, parents, students) expressed the view that discipline was too lenient by taking the trouble to write it out in response to the open-end question. Interesting comparisons can be made with the ratings shown in Table 1. Seventeen percent of teachers, sixteen percent of parents, and seven percent of students rated school discipline as being too lenient or altogether too lenient. The results for teachers and parents are consistent with the assumption that some who thought school discipline too lenient did not bother to express this in the written response but checked that rating. However, the results for students are inconsistent with this explanation.

The findings presented so far can be summarized as follows. The views of each group, and of all the participants, were divergent. A plurality, or the largest number, stated that school discipline was just about right in their school, or in their schools, in 1975. Principals, vice-principals, and parents in that order espoused this view. The next most frequently held view was that school discipline was just about right but perhaps a bit too lenient, with trustees, superintendents, and central office personnel espousing these views. The average position of each group except students was that school discipline was between just about right, and just about right, perhaps a bit too lenient.

VIEWS ON WHAT DISCIPLINE SHOULD BE LIKE

The study sought to ascertain the views of participants on what should be. A question was WHAT DO YOU THINK DISCIPLINE SHOULD BE LIKE IN YOUR SCHOOL(S)? The ratings were 1 - much more strict, 2 - more strict, 3 - perhaps a bit more strict, 4 - about as it is now, 5 - perhaps a bit more lenient, 6 - more lenient, 7 - much more lenient. There were 4838 responses to this question. Table 2 shows that a plurality of the respondents (38.9%) indicated that school discipline should be about as it is now, with strong support from principals (54.1%), vice-principals (47.3%) and parents (44.3%) in that order, with trustees (23.0%) providing least support. These findings are consistent with those reported in response to the question WHAT DO YOU THINK ABOUT DISCIPLINE IN YOUR SCHOOL(S)? Of those participants who did not think school discipline should be about as it was, the next largest proportion (33.7%) thought that it should be perhaps a bit more strict. Trustees, central office personnel and superintendents responded heavily with this rating, and again, students provided the weakest response.

The responses of participants to the question of what school discipline should be like show a remarkable consistency with their responses to what it is like. Thus, 40.9% indicated that it was just about right, and 38.9% indicated that it should remain about as it is now. Also, 31.7% thought it was just about right, perhaps a bit too lenient and 33.7% thought it should be perhaps a bit more strict. The results by groups, for those groups with strong positions either way, were equally consistent.

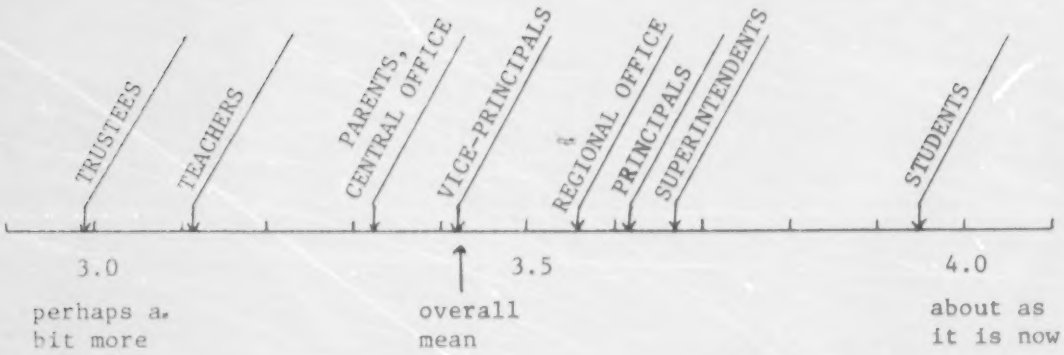
TABLE 2

RATING OF WHAT DISCIPLINE SHOULD BE LIKE

Participants	Ratings							
	much more strict			as now		much more lenient		
	1	2	3	4	5	6	7	Totals
Teachers 1-6	20 *4.3%*	92 *18.5%*	190 *38.3%*	181 *36.5%*	11 *2.2%*	1 *0.2%*	1 *0.2%*	496
Teachers 7-12	31 *4.6%*	139 *20.4%*	276 *40.5%*	214 *31.4%*	19 *2.8%*	1 *0.1%*	1 *0.1%*	681
All Teachers	51 *4.3%*	231 *19.6%*	466 *39.6%*	395 *33.6%*	30 *2.5%*	2 *0.2%*	2 *0.2%*	1177
Students 4-6	5 *1.0%*	19 *3.9%*	117 *23.8%*	231 *47.0%*	91 *18.5%*	23 *4.7%*	6 *1.2%*	492
Students 7-9	13 *2.2%*	48 *8.0%*	142 *23.8%*	211 *35.3%*	130 *21.8%*	39 *6.5%*	14 *2.3%*	597
Students 10-12	6 *2.3%*	14 *5.4%*	67 *25.7%*	112 *42.9%*	41 *15.7%*	16 *6.1%*	5 *1.9%*	261
All Students	24 *1.8%*	81 *6.0%*	326 *24.1%*	554 *41.0%*	262 *19.4%*	78 *5.8%*	25 *1.9%*	1350
Parents	62 *4.0%*	223 *14.3%*	507 *32.6%*	690 *44.3%*	62 *4.0%*	11 *0.7%*	1 *0.01%*	1556
Principals	0 *0.0%*	2 *2.0%*	39 *40.0%*	53 *54.1%*	3 *3.1%*	1 *1.0%*	0 *0.0%*	98
Vice-Principals	1 *1.4%*	5 *6.8%*	31 *41.9%*	35 *47.3%*	2 *2.7%*	0 *0.0%*	0 *0.0%*	74
Superintendents	0 *0.0%*	2 *4.7%*	21 *43.8%*	17 *35.4%*	7 *14.6%*	1 *2.1%*	0 *0.0%*	48
Central Office	6 *2.7%*	30 *13.7%*	99 *45.2%*	63 *28.8%*	17 *7.8%*	3 *1.4%*	1 *0.5%*	219
All Administrators	7 *1.6%*	39 *8.9%*	190 *43.3%*	168 *38.3%*	29 *6.6%*	5 *1.1%*	1 *0.02%*	439
Trustees	5 *1.9%*	70 *26.8%*	122 *46.7%*	60 *23.0%*	4 *1.5%*	0 *0.0%*	0 *0.0%*	261
Regional Office	1 *1.8%*	7 *12.7%*	21 *38.2%*	16 *29.1%*	6 *10.9%*	3 *5.5%*	1 *1.8%*	55
All Participants	150 *3.1%*	651 *13.5%*	1632 *33.7%*	1883 *38.9%*	393 *8.1%*	99 *2.0%*	30 *0.6%*	4838

DIAGRAM 2

MEANS BY GROUPS OF VIEWS ON WHAT
SCHOOL DISCIPLINE SHOULD BE LIKE



The actual mean scores, to two decimals, followed by the standard deviation, were: trustees 2.95 (0.80), teachers 3.12 (0.91), central office 3.31 (0.97), parents 3.33 (0.94), vice-principals 3.43 (0.72), regional office 3.58 (1.18), principals 3.61 (0.64), superintendents 3.67 (0.86), and students 3.95 (1.11). The overall mean was 3.44 and standard deviation 1.03.

The mean or average positions of the various groups are shown in Diagram 2. In general, these positions ranged from "school discipline should be about as it is now", the average view of students, to "school discipline should be perhaps a bit more strict", the average view of trustees and teachers.

The differences in means were significant at the 0.05 level of confidence for trustees as compared with parents, students, and principals. The differences for students as compared with all other groups except superintendents were significant. As before, all the differences among the three large groups (teachers, students, and parents) were significant. Further detail is provided in the TECHNICAL REPORT.

SUGGESTIONS FOR IMPROVING SCHOOL DISCIPLINE

There were nine suggestions, each to be rated on a seven-point scale as follows: 1 - excellent, tops; 2 - very good; 3 - good; 4 - maybe good, maybe not; 5 - might be some good; 6 - little good; 7 - no good, forget it. The presentation of results will be in terms of means and standard deviation. Those interested in the distribution of scores should see the Technical Report on the Alberta School Discipline Study.

The results for the write-in responses have already been presented under the heading 1000 Suggestions for Improving School Discipline. The format for presentation will be in terms of kind of suggestion: eliminate the problem by releasing troublemakers, a guidance service to students and teachers, ensuring that students do their schoolwork and getting parents to back up the school, making schoolwork interesting and giving students a share in running the school, and finally traditional vs. humanistic suggestions.

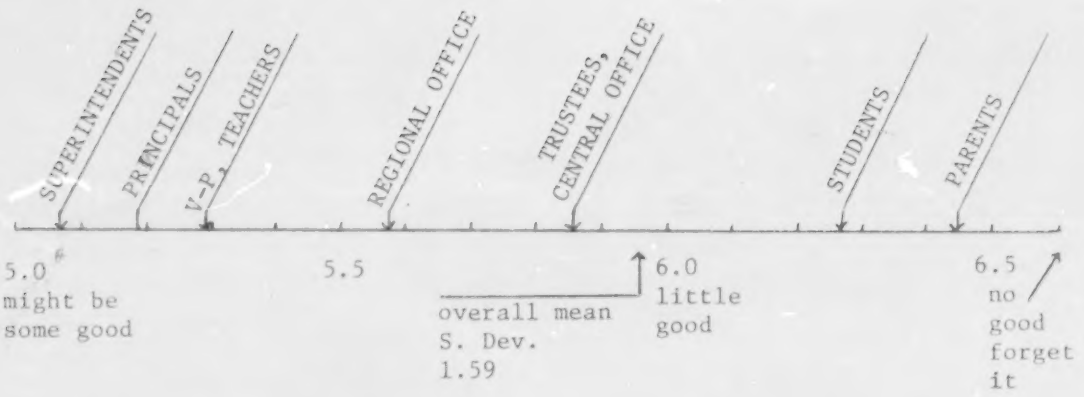
The first suggestion would permit dissatisfied students to quit. It was as follows:

AFTER ELEMENTARY SCHOOL, LET ANY STUDENT OF ANY AGE WHO WANTS TO QUIT SCHOOL DO SO.

The mean positions of the various groups follow.

DIAGRAM 3

AFTER ELEMENTARY SCHOOL, LET ANY STUDENT OF ANY AGE WHO WANTS TO QUIT SCHOOL DO SO



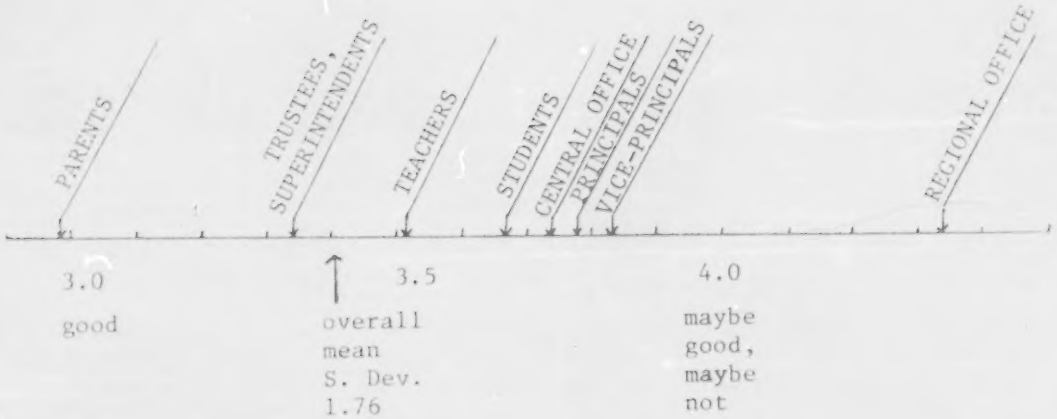
The numerical values of the means, with the standard deviation in brackets, were: superintendents 5.06 (1.70), principals 5.19 (1.90), vice-principals 5.29 (1.95), teachers 5.30 (1.84), regional office personnel 5.58 (1.35), central office personnel 5.85 (1.43), trustees 5.89 (1.54), students 6.28 (1.45), parents 6.46 (1.19).

It is clear that this suggestion for improving school discipline was not supported. It received least support from parents, then students, then trustees, and most support from superintendents, principals, and teachers, but they were also most sceptical of the value of the suggestion.

Two suggestions for improving school discipline were applications of a guidance service. The first is illustrated in Diagram 4.

DIAGRAM 4

GIVE SPECIAL HELP TO STUDENTS WHO CAUSE DISCIPLINE PROBLEMS, IF NECESSARY PUTTING THEM IN SPECIAL CLASSES OR EVEN SCHOOLS



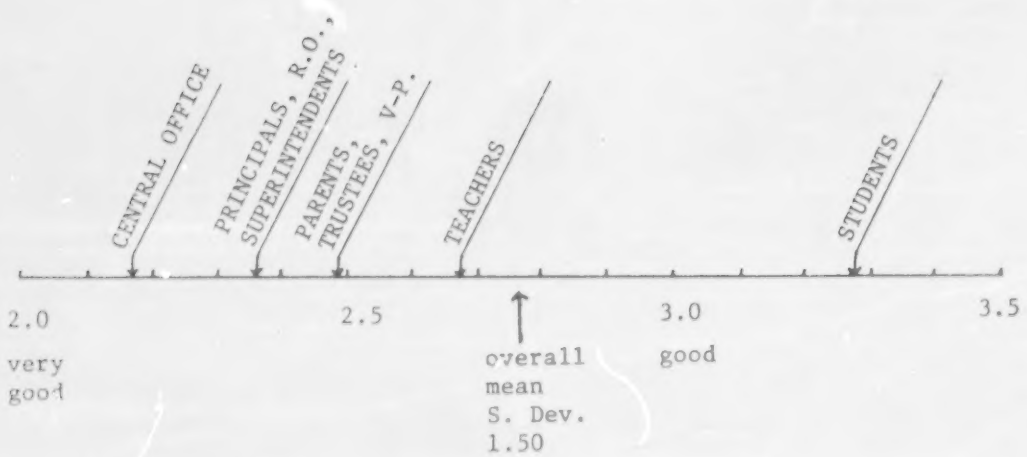
The means and standard deviations for the groups were as follows: parents 2.99 (1.63), trustees 3.32 (1.67), superintendents 3.35 (1.58), teachers 3.51 (1.73), students 3.68 (1.88), central office personnel 3.73 (1.63), principals 3.77 (1.70), vice-principals 3.82 (1.76), regional office personnel 4.33 (1.65).

Parents, as a group, were the most enthusiastic supporters of this position, providing an average rating of "good", followed by trustees, superintendents and teachers. Principals, vice-principals, and regional office personnel were less supportive.

The suggestion that students who cause discipline problems be segregated for special attention received most support from parents and least from regional office personnel. In general, this suggestion was rated as "good" to "maybe good, and maybe not". The write-in suggestions, particularly of parents, showed opposition to segregation in that many participants did not believe it to be a satisfactory treatment of student misbehavior.

DIAGRAM 5

GIVE SPECIAL HELP TO TEACHERS WHO ARE HAVING DISCIPLINE PROBLEMS SUCH AS SPECIAL CONFERENCES, GROUP SESSIONS, ASSISTANCE AS REQUIRED



Central office personnel mean 2.17 S. Dev. 1.21, principals 2.35 (1.10), superintendents 2.38 (1.23), trustees 2.47 (1.41), regional office personnel 2.48 (1.38), parents 2.49 (1.46), vice-principals 2.49 (1.35), teachers 2.68 (1.38), students 3.29 (1.62).

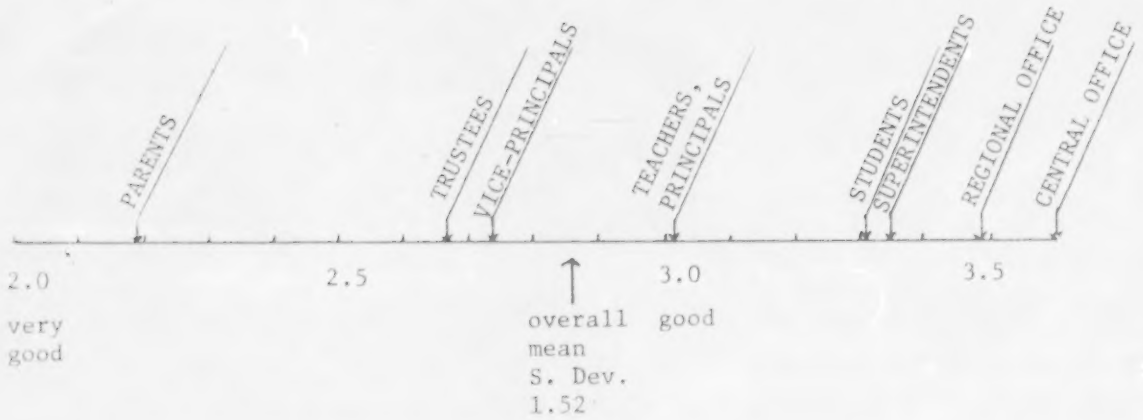
Administrators were strongest in their support of special help for teachers who were having discipline problems, with teachers in the middle and students least in support. The overall position for all groups was this idea was good to very good.

The two guidance-oriented suggestions, GIVE SPECIAL HELP TO STUDENTS AND GIVE SPECIAL HELP TO TEACHERS, (as required) were supported, the latter more strongly perhaps because of the reservations expressed about segregating problem students. In each instance, the recipient group (students, teachers) supported the suggestion to an extent about midway between that provided by other groups. One wonders whether this might be defensiveness, unwillingness to admit that there were members of the group in need of help, or scepticism about the value of the proposal. The study does not provide evidence on the reasons for the responses.

The next two suggestions for improving school discipline propose external pressures on students to ensure that they perform. The first did not specify the source of such pressure, directed toward achievement, but presumably it would have to come from teachers. The second proposed that parents be encouraged to back up the school in what it was doing to get school discipline.

DIAGRAM 6

MAKE SURE THAT STUDENTS DO THEIR SCHOOLWORK PROPERLY AND ON TIME

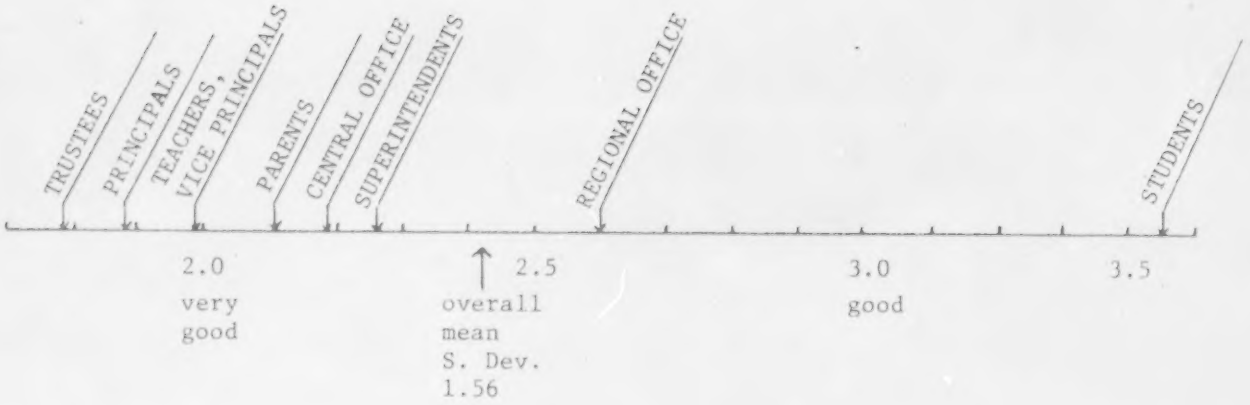


Parents mean 2.19 S. Dev. 1.20, trustees 2.66 (1.26), vice-principals 2.73 (1.29), principals 3.04 (1.30), teachers 3.06 (1.55), students 3.32 (1.62), superintendents 3.34 (1.34), regional office personnel 3.49 (1.44), central office personnel 3.60 (1.57).

As can be seen, there is strong support for this suggestion from parents. Interestingly, professionals farthest from the schools (central office personnel, regional office personnel, and superintendents) show least support. However, the ratings of all groups range between "very good" to "maybe good, maybe not". Teachers, who would inevitably be called on to implement the suggestion, show less than average support. As might be expected, students in general do not favor this suggestion too much. However, the average or overall position is that this is a good suggestion, or even a bit toward very good.

DIAGRAM 7

ENCOURAGE PARENTS TO BACK UP THE SCHOOL ON WHAT IT IS DOING TO GET SCHOOL DISCIPLINE



Trustee mean 1.79 S. Dev. 0.91, principals 1.88 (1.13), vice-principals 1.91 (1.03), teachers 1.92 (1.13), parents 2.10 (1.29), central office personnel 2.18 (1.13), superintendents 2.26 (1.13), regional office personnel 2.60 (1.42).

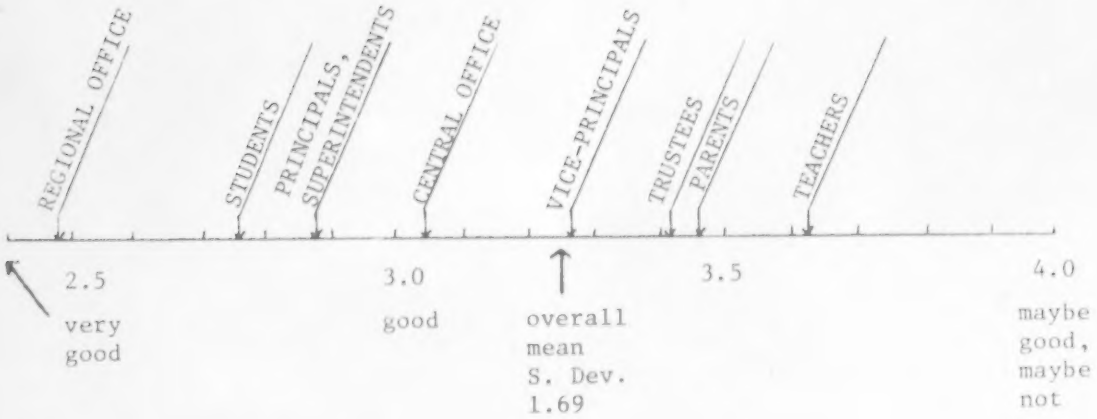
This suggestion for improving school discipline was strongly endorsed by trustees, principals, vice-principals, and teachers. The recipient group, parents, also supported it. Least enthusiastic were students. In general, this suggestion was rated between "excellent, tops" and "maybe good, maybe not".

The two preceding suggestions proposed measures to ensure that students did their schoolwork properly and on time, and to encourage parents to back up the school in what it was doing to get discipline. Both were favored, the first very strongly by parents, and the second very strongly by school officials. These two suggestions were accepted as worthwhile.

The next two suggestions proposed inducements to students.

DIAGRAM 8

MAKE SCHOOLWORK MORE INTERESTING AND MORE WHAT KIDS WANT TO STUDY



Regional office mean 2.47, S. Dev. 1.41, students 2.75 (1.63), principals 2.88 (1.35), superintendents 2.87 (1.50), central office personnel 3.03 (1.60), vice-principals 3.27 (1.62), trustees 3.41 (1.73), parents 3.45 (1.71), teachers 3.63 (1.64).

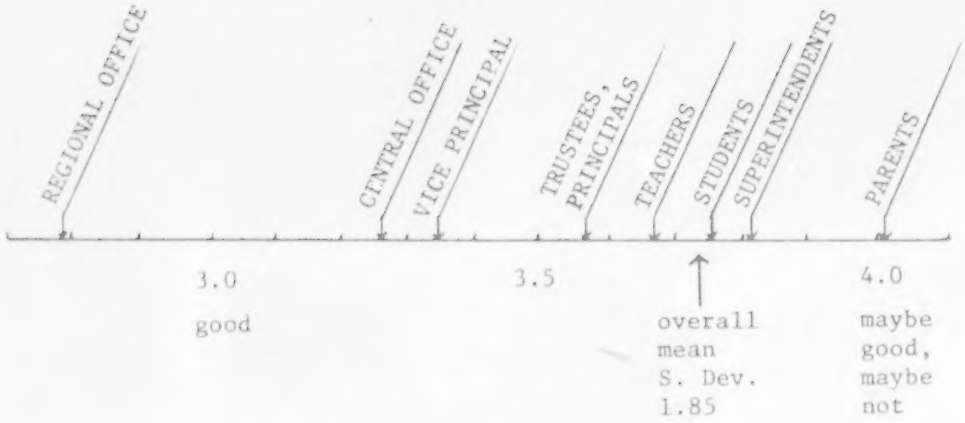
As might be expected, students liked this suggestion. The position taken by parents is intriguing, as it might have been anticipated that they would be side by side with their offspring. The generation gap is demonstrated in this item. Perhaps a number of parents take the old-fashioned view that learning has to be distasteful to be worthwhile?

Teachers, who would be called on to implement this suggestion, were least in support.

It should be noted that the write-in comments revealed that some participants saw this item as double barrelled in that they interpreted the first part to mean "make the present curriculum more interesting" and the second part to mean "adopt a curriculum which kids want". However, the majority appear to have accepted "what kids want to study" as an explanation or amplification of "interesting". On the average, this suggestion was rated as being slightly less than "good".

DIAGRAM 9

LET STUDENTS HELP TO MAKE AND RUN SCHOOL RULES (GUIDES TO CONDUCT)



Regional office personnel mean 2.79 S. Dev. 1.43, central office 3.25 (1.50), vice-principals 3.33 (1.38), trustees 3.57 (1.70), principals 3.58 (1.51), teachers 3.67 (1.67), students 3.75 (2.06), superintendents 3.81 (1.51), parents 4.09 (1.89).

To many, the responses of the various groups on this suggestion would come as a considerable surprise. It might have been expected that students would have provided more support than any other group, but they didn't. Similar questions come to mind as were posed for the guidance-oriented suggestions for improving school discipline. Are students sceptical about this suggestion? Do they really want the school staff to originate and enforce the rules? Are they afraid peer pressure would make the suggestion unworkable?

Another interesting feature is that parents, as a group, show least support. Does this mean that they accept the idea of externally originated and imposed rules of conduct? Many intriguing possibilities are raised by a consideration of the results depicted in Diagram 9.

It should be noted that on the whole, the suggestion was regarded as "maybe good, maybe not" to "good".

The next pair of suggestions for improving school discipline were designed to express traditional and humanistic views of student behavior control. Because of the importance of the issues, and because the results showed wide division of opinion, they are presented in tables as well as by diagrams.

A traditional viewpoint on student behavior control was expressed in the suggestion for improving school discipline DO WHATEVER IS NECESSARY OR USE WHATEVER MEASURES ARE NECESSARY (INCLUDING THE USE OF THE STRAP) AS MUCH AS IS NECESSARY TO KEEP DISCIPLINE. Participants were markedly divided in their responses to this item; as a perusal of the percent responses shows: excellent, tops 13.6%; very good 13.8%; good 16.0%; maybe good, maybe not 18.1%; might be some good 9.5%; little good 14.5%; no good, forget it 14.5%. See Table 3.

As revealed in Diagram 10, teachers and trustees were together in a position which was between "maybe good, maybe not" and "good". Students, central office, and regional office personnel took the opposite view. Principals and parents had a position like the teacher-trustee position. However, in all cases participants within each group were markedly divided. Thus 630 teachers (53.1%) rated it "excellent, tops, very good or good", while 321 (27%) rated it as "might be some good, little good, no good, forget it". The spread or scatter of responses is shown by the high standard deviation of 1.80, of a magnitude shown in only two other suggestions. At the extremes, 15.5% of all teachers rated it as "excellent, tops" and 6.7% rated it as "no good, forget it". Similarly, 135 trustees (53.6%) rated it "excellent" to "good" and 67 (26.6%) rated it "might be some good" to "no good, forget it". Parents were likewise divided with 42.1% at the one extreme and 34% at the other. Students, while expressing a less favourable reaction, were also divided.

Not only were all participants divided, but each one of the nine groups was strongly divided, with sizeable proportions strongly favouring and strongly opposing this suggestion for improving school discipline.

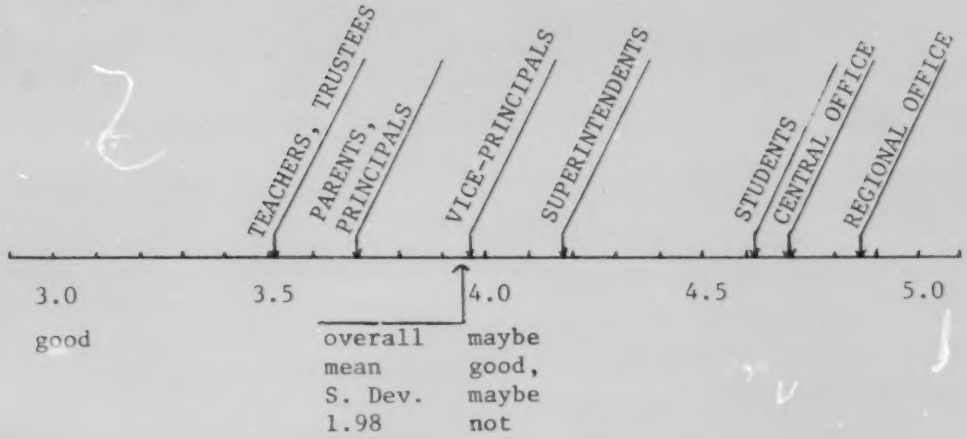
TABLE 3

DO WHATEVER IS NECESSARY OR USE WHATEVER MEASURES ARE NECESSARY (INCLUDING USING THE STRAP) AS MUCH AS IS NECESSARY TO KEEP DISCIPLINE.

	EXCELLENT, TOPS			RATING NEUTRAL			NO GOOD FORGET IT	
Participants	1	2	3	4	5	6	7	TOTALS
Teachers 1-6	82 *16.4%*	89 *17.8%*	114 *22.8%*	99 *19.8%*	46 *9.2%*	51 *10.2%*	19 *3.8%*	500
Teachers 7-12	102 *14.8%*	111 *16.2%*	132 *19.2%*	137 *19.9%*	43 *6.3%*	101 *14.7%*	61 *8.9%*	687
All Teachers	184 *15.5%*	200 *16.8%*	246 *20.7%*	236 *19.9%*	89 *7.5%*	152 *12.8%*	80 *6.7%*	1187
Students 4-6	52 *10.5%*	55 *11.2%*	66 *13.4%*	82 *16.6%*	58 *11.8%*	57 *11.6%*	123 *24.9%*	493
Students 7-9	53 *9.0%*	57 *9.7%*	69 *11.8%*	90 *15.4%*	77 *13.1%*	93 *15.7%*	147 *25.1%*	586
Students 10-12	19 *7.3%*	19 *7.3%*	19 *7.3%*	40 *15.4%*	23 *8.9%*	66 *25.5%*	73 *28.2%*	259
All Students	124 *9.3%*	131 *9.8%*	154 *11.5%*	212 *15.8%*	158 *11.8%*	216 *16.1%*	343 *25.6%*	1338
Parents	293 *18.2%*	240 *14.9%*	242 *15.0%*	287 *17.8%*	152 *9.4%*	204 *12.7%*	192 *11.9%*	1610
Principals	13 *13.5%*	10 *10.4%*	26 *27.1%*	20 *20.8%*	8 *8.3%*	10 *10.4%*	9 *9.4%*	96
Vice-Principals	6 *8.2%*	11 *15.1%*	16 *21.9%*	15 *20.5%*	5 *6.8%*	12 *16.4%*	8 *11.0%*	73
Superintendents	1 *2.1%*	7 *14.9%*	12 *25.5%*	9 *19.1%*	4 *8.5%*	8 *17.0%*	6 *12.8%*	47
Central Office	9 *4.0%*	19 *8.5%*	34 *15.2%*	42 *18.8%*	19 *8.5%*	63 *28.3%*	37 *16.6%*	223
All Administrators	29 *6.6%*	47 *10.7%*	88 *20.0%*	86 *19.6%*	36 *8.2%*	93 *21.2%*	60 *13.7%*	439
Trustees	33 *13.1%*	54 *21.4%*	48 *19.0%*	50 *19.8%*	22 *8.7%*	24 *9.5%*	21 *8.3%*	252
Regional Office	3 *5.0%*	4 *6.7%*	6 *10.0%*	12 *20.0%*	6 *10.0%*	18 *30.0%*	11 *18.3%*	60
All Participants	666 *13.6%*	676 *13.8%*	784 *16.0%*	883 *18.1%*	463 *9.5%*	707 *14.5%*	707 *14.5%*	4886

DIAGRAM 10

DO WHATEVER IS NECESSARY OR USE WHATEVER MEASURES ARE NECESSARY (INCLUDING THE USE OF THE STRAP) AS MUCH AS IS NECESSARY TO KEEP DISCIPLINE



Teacher mean 3.51 S. Dev. 1.80, trustees 3.52 (1.80), principals 3.69 (1.78), parents 3.71 (1.99), vice-principals 3.96 (1.82), superintendents 4.19 (1.73), students 4.61 (2.01), central office personnel 4.70 (1.76), regional office personnel 4.87 (1.75).

The humanistic viewpoint on student behavior control was expressed in the suggestion for improving school discipline that would GIVE STUDENTS MORE FREEDOM, ACCEPT WHAT THEY DO, ENCOURAGE THEM TO DEVELOP SELF-DISCIPLINE, AND ACCEPT THAT SOME MISBEHAVIOR IS PART OF GROWING UP. Participants were as divided on this humanistic viewpoint as they were on the traditional viewpoint, but in general in the opposite direction, that is, opposed. Table 4 reveals that the ratings by all participants were: excellent, tops 7.9%; very good 10.8%; good 16.1%; maybe good, maybe not 19.3%; might be some good 11.9%; little good 17.0%; and no good, forget it 17.1%.

Diagram 11 shows students favored this suggestion more than did any other group, while parents and trustees were least in support, followed by teachers. In general, students, administrators, teachers, trustees and parents were in a continuum of increasing support of this suggestion.

The extremes were not quite so marked in response to the humanistic view as they were in response to the traditional view, but extreme views were held by all participants, and by participants in each of the constituent groups.

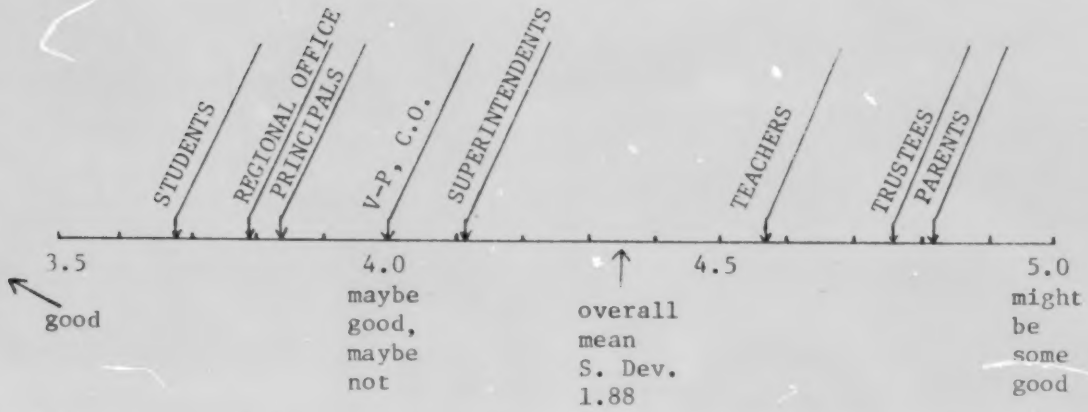
TABLE 4

GIVE STUDENTS MORE FREEDOM, ACCEPT WHAT THEY DO, ENCOURAGE THEM TO DEVELOP SELF-DISCIPLINE, AND ACCEPT THAT SOME MISBEHAVIOR IS PART OF GROWING UP.

	EXCELLENT, TOPS			RATING NEUTRAL		NO GOOD FORGET IT		
Participants	1	2	3	4	5	6	7	TOTALS
Teachers 1-6	21 *4.2%*	55 *11.1%*	66 *13.3%*	110 *22.1%*	57 *11.5%*	111 *22.3%*	77 *15.5%*	497
Teachers 7-12	42 *6.1%*	69 *10.0%*	99 *14.3%*	130 *18.8%*	69 *10.0%*	137 *19.8%*	146 *21.1%*	692
All Teachers	63 *5.3%*	124 *10.4%*	165 *13.9%*	240 *20.2%*	126 *10.6%*	248 *20.9%*	223 *18.8%*	1189
Students 4-6	84 *17.0%*	62 *12.6%*	86 *17.4%*	84 *17.0%*	54 *11.0%*	55 *11.2%*	68 *13.8%*	493
Students 7-9	96 *16.4%*	103 *17.6%*	108 *18.4%*	98 *16.7%*	68 *11.6%*	62 *10.6%*	51 *8.7%*	586
Students 10-12	38 *14.7%*	34 *13.1%*	55 *21.2%*	49 *18.9%*	28 *10.8%*	26 *10.0%*	29 *11.2%*	259
All Students	218 *16.3%*	199 *14.9%*	249 *18.6%*	231 *17.3%*	150 *11.2%*	143 *10.7%*	148 *11.1%*	1338
Parents	58 *3.6%*	105 *6.6%*	206 *13.0%*	352 *22.1%*	197 *12.4%*	317 *19.9%*	355 *22.3%*	1590
Principals	7 *7.1%*	19 *19.4%*	21 *21.4%*	18 *18.4%*	14 *14.3%*	9 *9.2%*	10 *10.2%*	98
Vice-Principals	6 *7.7%*	11 *14.1%*	17 *21.8%*	17 *21.8%*	8 *10.3%*	10 *12.8%*	9 *11.5%*	78
Superintendents	2 *4.3%*	6 *13.0%*	11 *23.9%*	6 *13.0%*	12 *26.1%*	5 *10.9%*	4 *8.7%*	46
Central Office	20 *9.0%*	27 *12.2%*	46 *20.8%*	39 *17.6%*	36 *16.3%*	35 *15.8%*	18 *8.1%*	221
All administrators	35 *7.9%*	63 *14.2%*	95 *21.4%*	80 *18.1%*	70 *15.8%*	59 *13.3%*	41 *9.3%*	443
Trustees	8 *3.2%*	19 *7.5%*	54 *21.4%*	31 *12.3%*	30 *11.9%*	53 *21.0%*	57 *22.6%*	252
Regional Office	5 *7.9%*	15 *23.8%*	15 *23.8%*	6 *9.5%*	5 *7.9%*	9 *14.3%*	8 *12.7%*	63
All Participants	387 *7.9%*	525 *10.8%*	784 *16.1%*	940 *19.3%*	578 *11.9%*	829 *17.0%*	832 *17.1%*	4875

DIAGRAM 11

GIVE STUDENTS MORE FREEDOM, ACCEPT WHAT THEY DO, ENCOURAGE THEM TO DEVELOP SELF-DISCIPLINE, AND ACCEPT THAT SOME MISBEHAVIOR IS PART OF GROWING UP.



Student mean 3.68 S. Dev. 1.93, regional office personnel 3.79 (1.93), principals 3.82 (1.75), vice-principals 3.97 (1.78), central office personnel 4.00 (1.75), superintendents 4.11 (1.64), teachers 4.76 (1.80), trustees 4.57 (1.83), parents 4.82 (1.73).

A summary of the position taken on the various suggestions for improving school discipline follows.

1. Get rid of the problem by letting troublemakers quit. AFTER ELEMENTARY SCHOOL, LET ANY STUDENT OF ANY AGE WHO WANTS TO QUIT SCHOOL DO SO. This suggestion was strongly opposed, being rated "little good" on the average. Parents, students, and trustees in that order were the most violently opposed.

There was negligible support for this proposal.

2. Provide a guidance service for those who might need it. There were two suggestions of this type. GIVE SPECIAL HELP TO STUDENTS WHO CAUSE DISCIPLINE PROBLEMS, IF NECESSARY PUTTING THEM IN SPECIAL CLASSES OR EVEN SCHOOLS. This suggestion received overall support, with parents being most enthusiastic. GIVE SPECIAL HELP TO TEACHERS WHO ARE HAVING DISCIPLINE PROBLEMS SUCH AS SPECIAL CONFERENCES, GROUP SESSIONS, ASSISTANCE AS REQUIRED. This suggestion received an overall rating of good to very good.

In general, the provision of a guidance service to help students and teachers as required was supported.

3. Apply pressure to students so that they will act in desirable ways. There were two suggestions, one directed at achievement in school subjects and the other at student behavior. MAKE SURE THAT STUDENTS DO THEIR SCHOOLWORK PROPERLY AND ON TIME. This was regarded as a good suggestion, particularly by parents. ENCOURAGE PARENTS TO BACK UP THE SCHOOL ON WHAT IT IS DOING TO GET SCHOOL DISCIPLINE. This suggestion was rated as good to very good, with trustees being most in favour.

In general, the participants favoured pressure on students to achieve and to behave.

4. Provide inducements for students. One suggestion was based on interest, the other on participation. MAKE SCHOOL WORK MORE INTERESTING AND MORE WHAT KIDS WANT TO STUDY. Students thought this was a good suggestion, while teachers had their doubts. In general, it was supported. LET STUDENTS HELP TO MAKE AND RUN SCHOOL RULES (GUIDES TO CONDUCT). This suggestion for improving school discipline received lukewarm support, even from students. Parents were least enthusiastic.

The two inducements for improving school discipline, based on interest and on participation, were supported, but not wholeheartedly.

5. Traditional versus humanistic measures to improve school discipline. The suggestion designed to express a traditional viewpoint was DO WHATEVER IS NECESSARY OR USE WHATEVER MEASURES ARE NECESSARY (INCLUDING THE USE OF THE STRAP) AS MUCH AS IS NECESSARY TO KEEP DISCIPLINE. Opinion was so strongly divided on this suggestion, with sizeable groups holding extreme views, that no concensus was present. GIVE STUDENTS MORE FREEDOM, ACCEPT WHAT THEY DO, ENCOURAGE THEM TO DEVELOP SELF-DISCIPLINE, AND ACCEPT THAT SOME MISBEHAVIOR IS PART OF GROWING UP. Again opinion was divided, with strong opposing views held by sizeable groups.

In general, the traditional mode of student behavior control was supported and the humanistic mode was not, but the overall positions were overshadowed by the extremes on either side.

CAUSES OF SCHOOL DISCIPLINE PROBLEMS

Participants were invited to state one or two of the most important causes of school discipline problems. Of the 5230 participants, 4427 produced useable responses. These were classified and the results are presented for the 1231 teachers who originated such useable responses, the 1056 students; the 1396 parents; the 497 administrators (including principals, vice-principals, superintendents, and central office personnel) plus regional office personnel; and 247 trustees for a total of 4427. Because responses were classified into 17 categories, any one classification never included all or even a majority of the participants. There were so many possible bases for calculating percentages, each with different connotations, that none are presented in Table 5, which shows the actual number of responses classified, in order of frequency.

TABLE 5

CAUSES OF SCHOOL DISCIPLINE PROBLEMS

TEACHERS	STUDENTS	PARENTS	ADMIN. & R.O.	TRUSTEES	TOTAL	CAUSES SCHOOL DISCIPLINE PROBLEMS ARE CAUSED BY
251	538	374	88	71	1322	STUDENTS WHO WILL NOT BEHAVE PROPERLY
51	100	151	29	29	360	1. Lack of respect for authority and property.
90	86	44	23	15	258	2. Lack of interest, poor attitude of students.
8	103	29	2	4	146	3. Disregard for rules and regulations.
102	249	150	34	23	558	4. Other, eg. Irresponsible behavior, lack of self-discipline.
343	96	453	123	107	1122	LACK OF DISCIPLINE IN THE HOME
218	80	306	68	67	739	1. Ineffective or inadequate discipline at home.
31	4	47	21	13	116	2. Parents set a poor example.
94	12	100	34	27	267	3. Other, eg. Lack of home training in basic skills.
206	216	282	183	45	932	INAPPROPRIATE ACTION BY TEACHERS
44	94	115	34	13	300	1. Inappropriate action to solve discipline problems can lead to no solution and to more problems.
48	37	30	43	8	166	2. Boring lessons produce misbehavior.
31	20	44	19	5	119	3. Teachers are not taught classroom management and so do not know what to do.
29	20	35	12	5	101	4. Teachers don't give students enough individual attention.
54	45	58	75	14	246	5. Other, eg. Teachers fear losing their job if they take a firm stand.
228	58	401	114	72	873	POOR PARENT-TEACHER RAPPORT
95	22	161	36	22	336	1. Parents won't support school disciplinary measures.
28	11	108	40	22	209	2. Lack of communication and concerted action between teachers-parents-administrators.
56	17	69	21	18	181	3. Lack of interest by parents in their children's education.
49	8	63	17	10	147	4. Other, eg. Staff afraid of parental objections.
147	250	305	94	38	834	POOR STUDENT-TEACHER RELATIONS
27	81	64	13	4	189	1. Improper and unfair treatment of students by teachers.
35	27	92	17	11	182	2. Poor communication between student and teacher.
29	73	39	17	4	162	3. Lack of mutual respect between students and teachers.
15	22	75	20	17	149	4. Teachers who are not interested in helping students.
41	47	35	27	2	152	5. Other, eg. Poor attitudes of teacher toward students.

TABLE 5 (continued)

TEACHERS	STUDENTS	PARENTS	ADMIN. & R.O.	TRUSTEES	TOTAL	CAUSES SCHOOL DISCIPLINE PROBLEMS ARE CAUSED BY:
428	92	134	121	45	820	INADEQUATE ADMIN. OF SCHOOL DISCIPLINE
252	20	29	62	4	367	1. "Flexibility" and resulting inconsistency.
38	24	38	31	22	153	2. Failure to deal with situations effectively.
53	39	20	5	7	124	3. Fear or reluctance to punish students.
85	9	47	23	12	176	4. Other, eg. Teachers not given enough freedom in handling discipline problems.
150	160	252	31	49	642	SCHOOL DISCIPLINE BEING TOO LENIENT
32	30	101	7	15	185	1. Lack of supervision of students by teachers.
58	25	68	7	13	171	2. Giving students freedom before they are able to handle it.
32	68	34	5	9	148	3. Teachers who do not establish their authority from the start.
28	37	49	12	12	138	4. Other, eg. Too little is expected of students.
201	87	170	96	29	583	INADEQUATE FACILITIES AND/OR PROGRAMS
78	59	71	62	17	287	1. Unsuitable curriculum which fails to challenge and produce boredom.
71	20	60	19	5	175	2. Overcrowded classrooms limits individual attention.
52	8	39	15	7	121	3. Other, eg. Lack of early help from resource people.
130	9	89	114	61	403	LAXNESS, PERMISSIVENESS, AND LACK OF STANDARDS IN SOCIETY
104	7	78	87	51	327	1. Modern trends such as breakdown of family life, alcoholism, drugs, and disrespect for law and order.
26	2	11	27	10	76	2. Other, eg. Violence and permissiveness on TV.
195	33	52	78	11	369	INADEQUATE OR INAPPROPRIATE RULES AND REGS.
68	5	23	35	4	135	1. Regulations not clearly outlined at the start.
82	4	15	29	2	132	2. Lack of regulations to deal with attendance, poor scholarship, etc.
45	24	14	14	5	102	3. Other, eg. Impractical and unenforceable rules.
152	23	57	42	7	281	UNFAIR, PARTIAL, INCONSISTENT MEASURES
144	11	36	35	5	231	1. Inconsistent discipline encourages further problems.
8	12	21	7	2	50	2. Other, eg. School discipline must be fair and impartial.

TABLE 5 (continued)

TEACHERS	STUDENTS	PARENTS	ADMIN. & R.O.	TRUSTEES	TOTAL	CAUSES SCHOOL DISCIPLINE PROBLEMS ARE CAUSED BY
114	38	57	46	9	264	DISILLUSIONMENT ABOUT THE VALUE OR WORTH OF EDUCATION
83	35	40	20	7	185	1. If education isn't valued there will be little desire to learn, and resulting misbehavior.
20	1	10	15	2	48	2. Parents who don't value education don't encourage their children to learn.
11	2	7	11	0	31	3. Other, eg. Teachers and administrators "give up".
158	4	27	25	10	224	LACK OF SUPPORT FOR THOSE WHO ENFORCE DISCIPLINE
93	2	13	5	5	118	1. Teachers not supported by principals and vice-principals.
65	2	14	20	5	106	2. Other, eg. Principals not supported by superintendents.
76	61	66	9	2	214	INADEQUATE OR INAPPROPRIATE METHODS OF PUNISHMENT
50	36	20	2	2	110	1. Unless students realize misconduct leads to punishment they soon disregard authority.
14	15	35	3	0	67	2. The wrong kind of punishment creates more problems than it solves.
12	10	11	4	0	37	3. Other, eg. Embarrassment of students may cause further misbehavior.
64	23	21	31	7	146	SOCIETY EXPECTING TOO MUCH OF THE SCHOOLS
33	18	3	10	2	66	1. Overemphasis on success regardless of abilities.
17	5	17	19	3	61	2. Schools are expected to do more disciplining than is really possible.
14	0	1	2	2	19	3. Other, eg. Students are kept in school longer than is necessary.
11	53	8	8	1	81	SCHOOL DISCIPLINE BEING TOO RESTRICTIVE
5	21	8	6	0	41	1. Too much restriction leads to rebellion.
6	32	0	2	0	40	2. Attempts to overcontrol makes discipline difficult.
0	0	0	0	0	0	

TABLE 6

LOCALE OF CAUSES OF SCHOOL DISCIPLINE PROBLEMS

TEACHERS	STUDENTS	PARENTS	ADMIN. & R.O.	TRUSTEES	TOTAL	IN-SCHOOL
251	538	374	88	71	1322	Students who will not behave properly.
206	216	282	183	45	932	Inappropriate action by teachers.
147	250	305	94	38	834	Poor student teacher relations.
428	92	134	121	45	820	Inadequate admin. of school discipline.
150	160	252	31	49	642	Discipline too lenient.
201	87	170	96	29	583	Inadequate facilities/programs.
195	33	52	78	11	369	Inadequate/inappropriate rules and regs.
152	23	57	42	7	281	Unfair/partial/inconsistent control.
158	4	27	25	10	224	Lack of support.
76	61	66	9	2	214	Inadequate/inappropriate punishment.
11	53	8	8	1	81	Discipline too restrictive.
1975	1517	1727	775	308	6302	Totals, in-school causes.
						OUT OF SCHOOL
343	96	453	123	107	1122	Lack of discipline in the home.
130	9	89	114	61	403	Laxness/permissiveness/standards of society.
114	38	57	46	9	264	Disillusionment about value.
64	23	21	31	7	146	Society expecting too much.
651	166	620	314	184	1935	Totals, out of school causes.
						BOTH
228	58	401	114	72	873	Poor parent-teacher rapport.
2854	1741	2748	1203	564	9110	Grand Total

The most important reason for school discipline problems given by 1322 participants sounds like a tautology: students who will not behave properly. However, this statement was a general description of the nine sub-classes. Table 5 reveals that 360 participants (51 teachers, 100 students, 374 parents, 88 administrators or regional office personnel, and 71 trustees), wrote in a response to the question "What are one or two of the most important causes of school discipline problems?" which was classified as "Lack of respect for authority and property". Other frequently mentioned causes in this class were "Lack of interest, poor attitude of students" (stated by 258 respondents), and "Disregard for rules and regulations" (146 respondents). The "other" causes included irresponsible behavior, lack of self-respect and self-discipline, allowing trouble-makers to form a peer-group, etc. with a total of 558 responses.

One of the criticisms of the study was that the term discipline was not defined. The 1322 responses just described constitute a definition by participants. It is as if there were a continuum of student actions, some of which were deemed good and laudable, others which left one comfortable, still others which were tolerable, and on the borderline were questionable actions. Beyond this line, probably unique to each person but also probably within not too wide limits, participants saw actions which were beyond the pale, intolerable, which left the viewer uncomfortable, and which were deemed bad and blameworthy. The line constituted a border between student conduct which constituted a discipline problem and that which did not, in the view of the participant.

Attention is drawn to the high proportion of student responses (538 out of 1322) which were classified in this manner. This is consistent with the concrete level of thinking students exhibit.

The rest of the statements of most important causes of school discipline problems listed by the participants were quite clearly causes. Thus, as might be expected, 1122 participants cited lack of discipline in the home as one of the most important causes of school discipline problems. Teachers and parents frequently mentioned this cause. Inappropriate action by teachers (including boring lessons and failure to give students individual attention) was mentioned by all groups, but proportionately, administrators plumped heavily for this cause of school discipline problems. Poor parent-teacher rapport was stated as a most important cause of school discipline problems next most frequently, with parents in the forefront of the groups choosing this cause. A similar cause, poor student teacher relations, was also a favorite choice of parents. "Flexibility" and resulting inconsistency, failure to deal with situations effectively, fear or reluctance to punish students, and other inadequacies in administering school discipline were causes given by 820 participants, over half of whom were teachers. The next most frequently mentioned causes were undue leniency (642); inadequate facilities or programs (583); and laxness or permissiveness or lack of standards in society (403).

There were two classes of reason directly related to enforcement

of standards of student behavior: inadequate or inappropriate rules and regulations (mentioned by 369 participants) and unfair or partial or inconsistent control measures (mentioned by 281).

The locale of causes of school discipline problems stated by participants is set forth in Table 6. Of the 9110 causes of school discipline problems 6302 (69.2%) were IN-SCHOOL, 1935 (21.2%) were OUT OF SCHOOL and 873 (9.6%) were BOTH. Over two thirds of the causes of school discipline problems as seen by participants were located in the school, and only just over one fifth were located outside of the school. It is obvious that remedial action on most causes is at the school's own doorstep, in the view of the participants in the Alberta School Discipline Study.

GRADE LEVEL DIFFERENCES

Previous research has shown considerable difference between elementary and secondary teachers on various aspects of personality. Similarly, the middle school (grades 7 to 9 in the present study) is frequently characterized as a special school for students who are emerging into adolescence. The common view of many educators is that discipline problems are most frequently found at the junior high school level. The question then arises: what are the grade level differences in teachers' and students' views of school discipline?

On the seven-point rating scale items used in this study, there were, despite large numbers, few significant differences among the mean ratings of students at the various grade levels, or elementary vs secondary teachers.

Table 7 compares these mean positions on all eleven of the rating-type items. Thus, on item 29 of the questionnaire (see Appendix 1) "What do you think about discipline in your school?" participants could check their response as 1 - altogether too strict, to 7 - altogether too lenient. The mean position of teachers grades 1-6 was 4.61, and of teachers grades 7-12 was 4.65. Despite relatively large numbers (513 and 715 respectively) the differences in means was not significant at the 0.05 level of confidence. On seven out of the eleven comparisons the difference between the positions of elementary and secondary teachers was not significant. Only on item 67 "After elementary school, let any student of any age who wants to quit school do so", item 71 "Encourage parents to back up the school on what it is doing to get school discipline", item 72 "Give special help to teachers who are having discipline problems such as special conferences, group sessions, assistance as required", and items 73 "Do whatever is necessary or use whatever measures are necessary (including the use of the strap) as much as is necessary to keep discipline" were the differences between the mean positions of elementary and secondary teachers statistically significant. Even in these cases, the differences, although statistically significant, were not large in comparison with many of the differences in means shown in Table 7.

TABLE 7

GRADE LEVEL DIFFERENCES, TEACHERS AND STUDENTS

Item	Tch 1-6 Tch 7-12	1. Stud 4-6 2. 7-9 3. 10-12	Stud 4-6 Tch 1-6	Stud 7-9 Tch 7-12	Stud 10-12 Tch 7-12
	GROUP MEANS				
29 is	4.61 4.65*	1. 3.78 2. 3.86* 3. 3.87* 1-3*	3.78 4.62	3.86 4.66	3.87 4.65
47 should	3.05 2.94*	1. 3.87 2. 3.91* 3. 3.77* 1-3*	3.86 3.05	3.91 2.94	3.77 2.94
66 inter-esting	3.45 3.59*	1. 2.86 2. 2.50 3. 2.77* 1-3*	2.88 3.45	2.50 3.59	2.77 3.59
67 quit	5.42 5.00	1. 6.24 2. 5.99* 3. 6.10* 1-3*	6.24 5.42	5.99 5.00	6.10 5.00
68 school work	2.97 3.00*	1. 3.01 2. 3.26 3. 3.58 all sig.	3.01 2.97*	3.26 3.00	3.58 3.00
69 help stud.	3.43 3.46*	1. 3.50 2. 3.56* 3. 3.70* 1-3*	3.50 3.43*	3.56 3.46*	3.70 3.46*
70 human-istic	4.40 4.46*	1. 3.72 2. 3.46* 3. 3.58* 1-3*	3.72 4.40	3.46 4.46	3.58 4.46
71 back up	1.83 1.98	1. 3.42 2. 3.48* 3. 3.43* 1-3*	3.42 1.83	3.48 1.98	3.43 1.98
72 help teach	2.56 2.76	1. 3.11 2. 3.27* 3. 3.16* 1-3*	3.11 2.56	3.27 2.76	3.16 2.76
73 tradi-tional	3.25 3.52	1. 4.32 2. 4.48* 3. 4.80* 1-3 sig.	4.54 3.02	4.48 3.52	4.80 3.52
74 school rules	3.63 3.65*	1. 3.86 2. 3.49 3. 3.42* 1-3 sig.	3.86 3.63*	3.49 3.65*	3.42 3.65*
	* difference not significant at 0.05 level.				

In the case of students, four comparisons were possible. Again referring to the results shown in Table 7 for item 29 from the questionnaire (see Appendix 1) the mean positions were 1 - 3.78, 2 - 3.86, and 3 - 3.87, where 1 refers to the mean position of students in grades 4-6, 2 refers to students in grades 7-9, and 3 to students in grades 10-12. Thus, the differences in position between Grades 4-6 students and 7-9 students were not statistically significant, between students in grades 7-9 and 10-12 were not statistically significant, and between Grades 4-6 students and grades 10-12 students were not statistically significant. With three comparisons possible on each item, there were a total of 33 comparisons. As Table 7 reveals, only six showed statistically significant differences. Three of these were associated with item 68 "Make sure that students do their schoolwork properly and on time" where the higher the grade the less this was thought to be a good idea, with all of the differences in position (Grade 4-6 vs 7-9, grade 7-9 vs 10-12, and grade 4-6 vs 10-12) being statistically significant. The other differences in position which were statistically significant were between grade 4-6 and 7-9 students on item 66 "Make schoolwork more interesting and more what kids want to study", which was favored more by the students in grades 7-9; between grade 4-6 students and grade 10-12 students on item 73 "Do whatever is necessary or use whatever measures are necessary (including the use of the strap) as much as is necessary to keep discipline", which was favored more by the students of grades 4-6; and between students in grades 4-6 and grades 10-12 on item 74 "Let students help to make and run school rules (guides to conduct)", which was favored more by the students of grades 10-12.

Teachers of different grade levels had very similar views on most aspects of school discipline, as did students of different grade levels. Where the differences in view were statistically significant in the Alberta School Discipline Study, the differences were in fact small.

As might be expected, the positions of students and teachers differed considerably on a number of items. Thus, on the traditional measures for keeping discipline expressed in item 73 "Do whatever is necessary or use whatever measures are necessary (including the use of the strap) as much as is necessary to keep discipline" teachers at all three levels regard this as much more valuable than do students at the corresponding level. Opposite, but slightly smaller differences were evident about humanistic measures as expressed in item 70 "Give students more freedom, accept what they do, encourage them to develop self-discipline, and accept that some misbehavior is part of growing up". Again, teachers and students differed in their views on item 67 "After elementary school, let any student of any age who wants to quit school do so" with teachers at each level being much more in favor of this proposal than were students of the corresponding level. There were large differences of position between students at each grade level, and teachers of the corresponding levels, on item 71 "Encourage parents to back up the school on what it is doing to get school discipline" with teachers being much more in favor of this suggestion for improving school discipline than were students.

We can summarize the grade level differences as follows. In general, students of all grade levels think alike on school discipline, as do teachers of all grade levels, on the matters dealt with in the Alberta School Discipline Study. There are some differences, but they are small. As might be expected, students and teachers do not see eye to eye on many matters, and in fact there was considerable difference of view. Major differences were revealed on traditional measures for securing discipline with teachers more in favor; on humanistic measures, with students more in favor; on letting students quit school if they wanted to after completion of elementary school with students more in favor; and on encouraging parents to back up the school, with teachers more in favor.

THE GENERATION GAP

There were 1406 students and 1715 parents who participated in the study. The larger number of parents than students was caused by students of Grade 1, 2, or 3 not being participants while their parents were. Of these numbers, 1338 were matched, parent with offspring. Table 8 presents the correlations between parents' views and the views of their children. All the differences shown are significantly different from zero at the 0.05 level. They show a tendency for parents who rate an item in a particular manner to have offspring who rate it in a similar manner. The correlations are all low, but are all positive. The greatest tendency for a high parental rating to be associated with a high offspring rating (or low with low) is demonstrated in item 73, traditional measures of control, where r=0.310. The least tendency is shown in item 69, special help to students who cause discipline problems, r=0.139.

This may be a surprising result for those who think of a generation gap. In fact, Table 8 demonstrates that there is a "like parent, like child" tendency in views of school discipline, insofar as the eleven items cover such views.

Table 9 demonstrates the generation gap. It indicates the mean or average position of the 1338 parents compared with their 1338 offspring. All except one of the differences shown is statistically significant at the 0.05 level. The greatest difference in view about school discipline is on item 71, encourage parents to back up the school on what it is doing to get school discipline. The standard deviation of the distribution of student scores (not shown in Table 9) is 1.93 and of parents is 2.07. The difference in means of 1.46 is approximately three quarters of a standard deviation. Other sizeable differences in position between parents and their offspring are found in item 68, make sure that students do their schoolwork properly and on time (1.11); items 73 and 70, traditional and humanistic control measures; item 47, what should discipline be like (0.85); item 72, provide special help to teachers who are experiencing discipline problems (0.79); and item 69, provide special help to students who cause discipline problems (0.72). There was no significant difference in the position of parents and their offspring in item 67, after elementary school, let any student of any age who wants to quit

TABLE 8

PARENT-OFFSPRING REACTIONS TO SCHOOL DISCIPLINE

ITEM	PARAPHRASES OF ITEMS IS and SHOULD BE	Correl-ation
29	What is discipline like	0.255
47	What should discipline be like	0.209
	SUGGESTIONS/IMPROVE/DISCIPLINE	
73	Traditional measures for discipline	0.310
67	Let students quit after elementary	0.279
66	Make schoolwork more interesting	0.275
70	Humanistic measures for discipline	0.223
71	Parents back up school	0.216
74	Students help run school	0.215
72	Special help to teachers	0.163
68	Schoolwork properly and on time	0.161
69	Special help to students	0.139

TABLE 9

COMPARISONS OF PARENT-OFFSPRING MEAN POSITIONS ON SCHOOL DISCIPLINE

ITEM	PARAPHRASES OF ITEMS IS and SHOULD BE	Mean Parents	Mean Students	Diff. *NOT sig.
29	What discipline is like	4.24	3.84	0.40
47	What should discipline be like	3.01	3.86	0.85
	SUGGESTIONS/IMPROVE/DISCIPLINE			
73	Traditional measures for discipline	3.43	4.43	1.00
67	Let students quit after elementary	6.07	6.05	0.01*
66	Make schoolwork more interesting	3.20	2.66	0.54
70	Humanistic measures for discipline	4.49	3.54	0.95
71	Parents back up school	1.98	3.44	1.46
74	Students help run school	3.79	3.57	0.22
72	Special help to teachers	2.37	3.16	0.79
68	Schoolwork properly and on time	2.10	3.21	1.11
69	Special help to students	2.84	3.56	0.72

school do so. There was a small difference in mean position about item 74, let students help make and run school rules (0.22) with the standard deviation for parent scores 2.05 and for students 1.58.

A perusal of the comparisons of mean positions of all 1715 parents with all 1406 students reveals greater differences of means than those cited above. This reinforces the finding that "like parent, like child" holds for views on school discipline, which tempers the fact that parents and children do not agree on many matters of school discipline, as shown by the differences of means.

ANALYSIS OF TEACHER VIEWS

A limited analysis of teacher views on school discipline was made by sex, age, subjects taught, classroom versus non-classroom teachers, and classroom teachers versus guidance counsellors.

Analysis By Sex

There were 512 male teachers or 39.2% of the total and 794 female teachers (60.7%) in the Alberta School Discipline study. In the province, in 1975-76 according to Department of Education figures, there were 9794 male teachers or 42.3% of the total and 13,378 female teachers (57.7%). On three of the eleven rating scale items the differences in view between male and female teachers about school discipline were statistically significant at the 0.05 level of confidence. On item 67 "after elementary school, let any student of any age who wants to quit school do so" the mean position for males was 4.74 and for females 5.43. Female teachers were more opposed to this suggestion for improving school discipline. On item 71 "encourage parents to back up the school on what it is doing to get discipline" the mean for male teachers was 2.04 and for female teachers 1.81. Female teachers were more in favor of this suggestion. On item 72 "give special help to teachers who are having discipline problems such as special conferences, group sessions, assistance as required" the mean position of male teachers was 2.81 and of female teachers 2.51. Female teachers were more in favor of this suggestion.

Among the remaining eight items, where the difference in mean position was not significant, there is no clear trend of "tender mindedness" versus "tough mindedness", humanistic versus traditional, etc.

Analysis By Age

Age of teachers was dichotomized into 30 or younger (606 teachers) and over 30 (703 teachers). There were two rating scale items out of 11 which showed a statistically significant difference in view at the 0.05 level of confidence. On item 71 "encourage parents to back up the school on what it is doing to get school discipline" the mean position of the 30 or younger group was 1.78 as compared with 1.99 for the over 30 group. The younger teachers were more favorably disposed to this suggestion for improving school discipline. On item 72 "give special help to teachers who are having discipline problems such as special conferences, group sessions, assistance as required" the

mean position for the younger teachers was 2.53 as compared with 2.71 for the older teachers. Again, the younger teachers were more in favor of this suggestion.

While an analysis of the nine items on which the differences in view were not statistically significant reveals no clear trend, it is of interest to note that on the "humanistic" item (#70) the mean positions were identical, although on the "traditional" item (#73) the older teachers were more in favor. In general, the older teachers presented a more "tough minded" or strict viewpoint: they said discipline was too lenient, should be stricter, they doubted that making schoolwork interesting was of much help, they would let students quit school, and they expressed more doubt about the value of letting students help make and run school rules than did younger teachers.

The expected age trend is present: older teachers hold more traditional or conservative positions. But it is not a strong trend, and the surprising finding is that age differences were small.

Analysis By Subject Taught

Research has often found differences in personality between teachers of English and social studies, as compared with teachers of mathematics and science, one being that the former are more "tender minded" and the latter are more "tough minded". There were 237 teachers in the Alberta School Discipline study who identified themselves as English and social studies teachers, and 173 who identified themselves as mathematics and science teachers. Of the eleven comparisons possible on the rating scale items, the difference in mean position was statistical significant at the 0.05 level on only two. These were item 66 "make schoolwork more interesting and more what kids want to study" where the mean position of the English and social studies teachers was 3.47 compared with 3.85 for the math and science teachers (the latter thought the suggestion was of less value) and item 67 "after elementary school, let any student of any age who wants to quit school do so" where the corresponding means were 4.58 and 5.03 and the direction of difference was the same ie. math and science teachers thought this suggestion to be less valuable than did the English and social studies teachers.

Returning to the "tender minded - tough minded" comparison, on the remaining nine rating scale items the differences in mean positions between the two groups were not statistically significant on any item, but on each the Math - Science teachers were more "tough minded". For example, they rated the present state of school discipline as more lenient than did the English - Social Studies teachers, and consistently, wanted it to be more strict than did the English - Social Studies teachers.

Analysis By Classroom Vs Non-Classroom Teachers

The views of teachers classified as classroom teacher (1094) were compared with those of teachers holding other positions (215). The latter included special education, relieving, substitute, department head, librarian, guidance counsellor, early childhood

services teacher, and "other". On the eleven rating scale items, the differences in views were statistically significant at the 0.05 level of confidence on four.

A clear trend was apparent in the comparisons. On all eleven, classroom teachers were more "tough minded", traditional, or conservative in their views. The differences were statistically significant at the 0.05 level on item 68 "make sure that students do their schoolwork properly and on time" which was favored more by classroom teachers than by "others"; on item 70, the humanistic control approach, which was not as strongly endorsed by classroom teachers as by "others"; on item 72 "give special help to teachers who are having discipline problems such as special conferences, group sessions, assistance as required" which was favored less by classroom teachers than by "other" teachers; and on item 73, traditional measures for keeping discipline, which was accorded more support by classroom teachers.

One could speculate as to whether there was a selective factor present in choosing the teachers whose position was labelled "other", or whether work tasks, more remote from the hurly burly of classroom life, contributed to the difference in view, or whether both and other factors were operative.

Analysis By Classroom Teachers Vs Guidance Counsellors

It might be expected that classroom teachers, who are on the firing line about student behavior, would have different views on school discipline than do guidance counsellors. The views of 536 classroom teachers K-6 were compared with those of 29 teachers who listed their position as guidance counsellor. The ratio of counsellors (not necessarily serving in elementary schools) to elementary school teachers in the study was 1:18. According to Department of Education statistics the corresponding provincial ratio was 1:16.

The differences in mean position on *what is discipline like* and on *what should discipline be like* were small (4.65 for teachers vs. 4.72 for counsellors, and 3.04 vs 2.97) and were not statistically significant at the 0.05 level. On the nine suggestions for improving school discipline, the differences were small with two exceptions. On item 73 (traditional measures of control) the mean position of the teachers was 3.22 and for counsellors was 3.76 ie. teachers were more in favor. However, the difference was not statistically significant. The second sizeable difference occurred on item 74 (let students help make and run school rules) on which the respective means were 3.65 and 2.90, a statistically significant difference at the 0.05 level, with counsellors being more in favor of the suggestion. In general, counsellors and elementary school classroom teachers think alike about school discipline, or put another way, do not exhibit wide differences in views.

Comparisons between the 29 counsellors and 275 teachers of grades 7-9, 218 teachers of grades 10-12, and 55 teachers of grades 7-12 revealed no statistically significant differences in mean view between counsellors and any other group. Counsellors were second only

to junior high teachers in rating discipline too lenient, and second only to senior high teachers in indicating that it should be more strict. Counsellors led all of the above-named comparison groups in rating "make schoolwork more interesting", item 66, as little good; in opposing letting students quit school, item 67; in supporting helping teachers who were experiencing discipline problems, item 72; and in favoring letting students help make and run school rules, item 74. On traditional measures of student control, counsellors were exceeded only by senior high teachers in rating them of little value, and on humanistic measures, were exceeded only by junior high teachers in rating them of little value.

Contrary to expectations, this study did not find the positions of counsellors markedly different from those of other teachers with respect to school discipline. The guidance point of view surfaced with respect to helping teachers and students, and in student participation in running the school.

ANALYSIS OF STUDENT VIEWS

It is often stated that students whose ambition is to secure matriculation, work harder, like schoolwork better, and present fewer discipline problems than do non-matriculation bound students. There were 718 students who expressed the following wish about education: "I would like to complete Grade 12 and continue on to college or university". These were compared with 443 students who were not so bound, on the eleven rating scale items. On five, the differences were statistically significant at the 0.05 level of confidence. The direction of difference was as might be expected. College or university bound students had more mature or more serious attitudes. They thought discipline was too lenient, and should be more strict; they were more opposed to letting students quit school; they were more in favor of making sure that students do their schoolwork properly and on time; and they were more in favor of humanistic student control measures than were their non-college or university bound counterparts. All of these differences were statistically significant at the 0.05 level of confidence.

Other differences not statistically significant, were in the same direction. The college-bound were less in favor of making schoolwork more interesting and more what kids want to study; were more in favor of helping students who were discipline problems; were more in favor of traditional measures of keeping discipline; and were less in favor of letting students help make and run school rules. On the remaining items the differences were insignificant.

ANALYSIS OF PARENT VIEWS

Analysis By Age

The views of parents on school discipline were strongly associated with age. On ten out of the eleven rating scale items 269 younger parents (30 years of age or younger) took a more "tender minded", humanistic, liberal position than did the 1446 parents who were over 30. The only item on which the difference in view was not statistically significant was number 73, traditional measures for keeping school discipline, and inconsistently with their stand on all the other items, younger parents were more in favor than were older parents. Older parents thought discipline was too lenient in com-

parison with their younger counterparts, and consistently, wanted it to be stricter. They didn't support making schoolwork more interesting as a suggestion for improving school discipline as strongly as did their younger counterparts. They favored letting students quit school more than did the younger parents. However, they were less in favor of making schoolwork interesting, providing special help for students who were discipline problems, humanistic student control measures, encouraging parents to back up the school and letting students help make and run school rules than were the younger parents. All of these differences in view were statistically significant at the 0.05 level of confidence.

The younger parents were born just at the end of World War II - in 1945-46. They were twenty years of age at the peak of the youth revolt, 1965-66. Their views on school discipline were markedly different. Will they remain this way, or will age modify them?

Analysis By Two-Parent Home Vs One-Parent Home

Most parents (1568) classified themselves as "married, living with spouse". Other classifications were "married, temporarily not living with spouse", separated, divorced, widow or widower, or "other". These 147 were clearly single parent homes.

The first surprise is the proportions: 1568 (91.4%) and 147 (8.6%). The differences in the views of the two classes of parents on school discipline were statistically significant at the 0.05 level of confidence on five out of the eleven rating scale items. The "one-parent family" parents were less in favor of school discipline being more strict, more in favor of making schoolwork more interesting and more what kids want to study but were less in favor of encouraging parents to back up the school on what it is doing to get discipline, helping teachers who have discipline problems, and traditional measures for keeping school discipline than were the "two parent family" parents. All of these differences were statistically significant.

On most of the other items the actual differences in view were small and therefore not statistically significant, except on humanistic measures for maintaining discipline, which was favored more by the "one-parent" than by the "two-parent" parents.

In general, the one-parent family parents were more humanistic and liberal than were those of their two-parent family parent counterparts.

EXAMPLES OF GOOD AND BAD BEHAVIOR

Many examples were included in the open-end responses. Good behavior included respecting the staff, being quiet in classrooms and hallways, no running or pushing in hallways, no snow-balling, no fighting, etc.

Examples of bad behavior were more frequent. In addition to

those mentioned above, the following were often mentioned: pushing, "lipping off", bad language, arguing, insolence, sneaking in to school before the bell, talking while the teacher is talking, "fooling around" in the halls, tripping, punching, throwing missiles, clogging toilets, writing on walls, taking a drink after the bell goes, pushing through doorways, flooding hallways with the fountains, swearing, fighting, "roughhousing", whistling, stamping feet, "picking" on one student, showing-off, back-talk, sneering, laughing in the teacher's face, disobedience, making weird noises, etc. The list could be lengthened. Students particularly tended to think of school discipline in these concrete terms.

Some students complained that at times there was little challenge - nothing to do but fool around. Much more commonly they complained about the time and attention given to "bad" students, and some added that "the only way to reach a teacher is through misbehavior". Another frequent complaint was that on occasion a whole class is punished because of the unidentified misdeed of one or a few members.

It was clear that to most of the participants, discipline connoted measures taken to insure good behavior and to eliminate or avoid bad behavior, as defined by example in the concrete terms above. Depending on the context, it was standards of conduct, or procedures used to obtain these standards.

URBAN - RURAL DIFFERENCES

In classifying the open-end responses, the classifiers were asked to record urban-rural differences. One which was mentioned on several occasions by city respondents referred to the "inner-city school" with student expectations oriented toward corporal punishment, and student frustration and aggression. Other respondents mentioned low-socioeconomic status of the people in the community but the discouragement and depression associated may not be necessarily urban or rural.

A number of mentions were made of discipline problems connected with busing. This is not necessarily a rural phenomenon, but largely is. The associated problems were who was directly responsible for conduct on buses, and how to achieve acceptable conduct. It was recognized that long hours on buses caused boredom and restlessness. Another problem connected with buses was that students had to remain at school (or roam about the town?) during noon hour.

Associated with rural schools was the frequent comment that the school was not large, that teachers knew the students and parents, that communication was good and as a result discipline problems were reduced. Many participants (all from rural areas) mentioned the benefits which they perceived went along with small size. Their picture of city schools was one of large, impersonal, overcrowded buildings. However, in passing, it should be noted that this picture may be correct in only some instances.

TABLE 10

URBAN-RURAL DIFFERENCES, ELEMENTARY SCHOOLS' MEAN RATINGS ON ELEVEN ITEMS

Identification	Teachers		Parents		Students	
	Urban	Rural	Urban	Rural	Urban	Rural
Numbers	249	119	428	212	306	167
#29 is	4.55*	4.29	4.03	4.10	3.71	3.77
#47 should be	3.14*	3.40	3.10*	3.40	3.87	3.87
#66 interesting	3.39	3.45	3.19	3.14	2.92	2.89
#67 quit	5.69	5.41	6.35*	6.04	6.18	6.24
#68 schoolwork	3.12	3.02	1.98	2.13	2.94	3.04
#69 help students	3.37	3.64	2.75	2.84	3.52	3.71
#70 humanistic	4.34	3.99	4.50	4.37	3.63	3.99
#71 parents	1.76	1.84	1.97	1.88	3.33	3.46
#72 help teachers	2.46*	2.82	2.22	2.35	3.05	3.19
#73 traditional	3.33	3.56	3.47	3.51	4.15	4.38
#74 run school	3.56	3.62	3.83	4.01	3.69	4.11

*significant at the 0.05 level of confidence.

An examination of Table 10 reveals that in the participants from 33 elementary schools from Edmonton and Calgary, compared with those of the 13 elementary schools from Counties and Divisions, there were only five out of thirty three mean differences which were statistically significant at the 0.05 level of confidence. The direction of the comparisons supports two possible explanations. One is that school discipline in urban schools in relation to the expectations of teachers, parents, and students has been too relaxed, permissive, or lenient in contrast to this relationship in rural schools. In support, urban teachers, parents and students favor discipline being stricter more than do the corresponding rural groups, and favor traditional measures for maintaining school discipline more than do the corresponding rural groups. Urban parents and students favor making sure that students do their schoolwork properly and on time, and urban teachers and parents favor humanistic measures for maintaining school discipline less than do their rural counterparts. However, there is some evidence against the possible explanation: both rural parents and students rated the 1975-76 state of school discipline as being more lenient than did their urban counterparts.

The second possible explanation is that urban teachers, parents, and students espoused participatory democracy and a service or guidance viewpoint more than did their rural opposite numbers. In support, urban teachers, parents and students were more in favor of providing help to students who are discipline problems or teachers who are experiencing discipline problems than were rural teachers, parents or students. A similar relationship holds for the suggestion that students help to make and run school rules or guides to conduct. Further evidence in support is that urban teachers and parents were more opposed to letting students quit school as a suggestion for im-

proving school discipline. There is negative evidence: urban teachers and parents favored humanistic measures for maintaining school discipline less than did their rural counterparts.

The reader is invited to study the data of Table 10 to refute, modify, accept, or improve the explanations advanced.

TABLE 11

URBAN-RURAL DIFFERENCES, JUNIOR HIGH SCHOOLS, MEAN RATINGS ON ELEVEN ITEMS

Identification	Teachers		Parents		Students	
	Urban	Rural	Urban	Rural	Urban	Rural
Numbers	154	119	156	274	137	237
#29 is	4.59	4.56	3.92	4.10	3.83	3.75
#47 should be	3.03	3.11	2.89	3.05	3.91	3.92
#66 interesting	3.52	3.47	3.03	3.15	2.34	2.58
#67 quit	5.28	5.16	6.29*	5.49	6.24	5.72
#68 schoolwork	2.75	3.03	2.06	2.10	3.16	3.16
#69 help students	3.16	3.32	2.99	2.82	3.29	3.70
#70 humanistic	4.56	4.40	4.40	4.36	3.34	3.30
#71 parents	1.76	1.96	1.96	1.88	3.38	3.54
#72 help teachers	2.37*	2.79	2.30	2.41	3.15	3.35
#73 traditional	3.25	3.08	3.37	3.22	4.36	4.22
#74 run school	3.79	3.52	3.74	3.73	3.46	3.51

* significant at the 0.05 level of confidence.

A further urban-rural comparison between eight Edmonton and Calgary schools of Grades 1-9 level and twenty one County and Division schools of the same level is set forth in Table 11. The reader should be aware that urban schools are much larger than are corresponding rural schools.

An examination of Table 11 reveals that only two of the 33 mean differences were statistically significant at the 0.05 level of confidence. Urban teachers and students showed small differences compared with their rural counterparts but these differences rated discipline as too lenient and favored stricter discipline. Rural parents rated discipline as more lenient than did urban parents, but urban parents outdid rural parents in calling for stricter discipline.

In general, the hypotheses previously proposed hold: in relation to the expectations of teachers, parents, and students school discipline in urban schools has been too relaxed, permissive, or lenient as compared with this relationship in rural schools. Secondly, urban teachers, parents, and students espoused participatory

democracy and a service or guidance viewpoint to a greater extent than did their rural counterparts. However, as noted before, the differences in the way urban teachers, parents, and students view school discipline in comparison with their rural counterparts is not great.

SCHOOL SIZE DIFFERENCES

An attempt was made to compare the views on school discipline of participants from schools of different sizes. City schools of 6-10 teachers were compared with city schools of the same grade level with 21-25 teachers, and rural schools of 6-10 teachers with rural schools of 16-20 teachers. The number of schools, and of participants, was small. However, the results showed that size of school was an important correlate of views of participants about school discipline.

Three small urban schools, with 6-10 teachers, were compared with three large urban schools, with 21-25 teachers. Two small rural schools, with 6-10 teachers, were compared with two large rural schools, with 16-20 teachers. Each of these schools was grades K-6. Other grades, and wider size contrasts could not be compared because of the small number of schools in the sample. By chance, the two small rural schools had no student participants in the study because in each, the room chosen was at the grade 1, 2, or 3 level. The parents of these students were included, as can be seen from Table 12.

Grade level was constant, and Table 12 permits comparisons between small and large urban schools and small and large rural schools, for teacher and parent participant views on school discipline, and to some extent, for student views. The average view of participants is given in Table 12. Thus, there were 20 teachers in small urban schools whose average or mean rating of item 29 (what is discipline like in your school) on the seven point scale was 4.10. This can be compared with the corresponding 4.77 for the 48 teachers in large urban schools.

Teachers in large schools, whether urban or rural, were more inclined to rate school discipline as being too lenient. Consistently, they indicated that it should be stricter. Teachers in large schools, whether urban or rural, were less in favor of humanistic student control measures, and were more in favor of traditional student control measures. These findings, and others in Table 12, fit the interpretation that teachers in large schools were more dissatisfied with school discipline than were teachers in small schools.

Parents with children in large schools, whether urban or rural, rated school discipline as being too lenient to a greater extent than did corresponding parents from small schools. Parents with children in large urban schools, consistently, wanted more strictness than did parents with children in small urban schools. Humanistic student control measures were favored less by parents with children in large urban or rural schools than by parents in small urban or rural schools.

TABLE 12

VIEWS ON SCHOOL DISCIPLINE OF PARTICIPANTS FROM SCHOOLS OF DIFFERENT SIZES

Identification number	Teacher Ratings URBAN small	Teacher Ratings URBAN large	Teacher Ratings RURAL small	Teacher Ratings RURAL large	Parent Ratings URBAN small	Parent Ratings URBAN large	Parent Ratings RURAL small	Parent Ratings RURAL large	Student Ratings URBAN small	Student Ratings URBAN large	Student Ratings RURAL small	Student Ratings RURAL large
	20	48	14	28	48	73	25	46	34	71	--	28
#29 is	4.10	4.77	3.57	*4.69	3.98	4.27	4.08	4.24	3.85	3.49	--	4.10
#47 should be	3.25	2.83	3.42	2.85	3.25	2.96	3.20	3.24	4.09	3.76	--	3.50
#66 interesting	2.95	3.75	3.36	4.07	2.96	3.19	2.40	3.02	3.12	3.03	--	3.14
#67 quit	5.05	5.75	5.50	5.14	6.40	6.05	5.52	6.48	6.53	5.79	--	6.68
#68 schoolwork	3.50	3.02	3.64	2.43	1.90	1.92	2.28	2.02	2.85	2.73	--	2.21
#69 help students	3.40	3.04	3.93	3.75	3.00	2.81	2.36	2.72	3.50	2.97	--	4.11
#70 humanistic	4.40	4.73	3.43	4.32	4.23	4.66	3.76	4.11	3.97	3.70	--	4.25
#71 parents	1.60	1.81	2.07	1.50	1.90	1.79	2.08	1.74	2.82	3.43	--	3.32
#72 help teachers	2.60	2.54	2.64	2.71	2.21	2.05	2.12	2.26	2.97	2.81	--	3.57
#73 traditional	2.90	2.75	4.28	2.89	3.46	2.96	3.44	3.46	3.85	3.30	--	4.85
#74 run school	3.20	3.73	3.93	3.64	4.02	3.73	3.84	3.87	3.91	3.87	--	3.92

*significant at the 0.05 level of confidence

Parents with children in large urban schools were most in favor of traditional measures for student control. Again, these findings, like those for teachers, are consistent with the hypothesis that parents with children in large schools, whether urban or rural, were more dissatisfied with school discipline than were parents with children in small schools.

The position of students was in the opposite camp, except that urban students in large schools were more in favor of traditional student control measures than were students in small schools.

In the views of the participants, with respect to school discipline and school size, big was bad and small was good.

These findings were based on participants from a small number of elementary schools. The differences in view, while sizeable were in nearly all cases not statistically significant, probably because of the small numbers involved. As is noted elsewhere, the implications are so important that further study should be undertaken before action is taken based on these findings.

SOCIOECONOMIC STATUS

TABLE 13

VIEWS ON SCHOOL DISCIPLINE OF PARTICIPANTS
FROM SCHOOLS OF DIFFERENT SOCIOECONOMIC STATUS

Identification	Teachers		Parents		Students	
SES	low	high	low	high	low	high
numbers	141	155	215	320	177	255
#29 is	4.66 *	4.33	4.18	3.98	3.83	3.77
#47 should be	2.78 *	3.21	3.08	3.11	3.70 *	3.96
#66 interesting	3.48	3.57	3.16	3.27	2.48	2.71
#67 quit	5.30	4.93	5.88	5.78	6.23 *	5.83
#68 schoolwork	3.02	3.00	1.92	2.18	3.15	3.13
#69 help students	3.10 *	3.62	2.97	2.79	3.62	3.67
#70 humanistic	4.33	4.37	4.35	4.48	3.67	3.56
#71 parents	1.79	1.80	2.03	1.94	3.70 *	3.28
#72 help teachers	2.50	2.69	2.22	2.28	3.09	3.18
#73 traditional	3.17	3.30	3.47	3.58	4.22	4.44
#74 run school	3.59	3.74	3.70	3.71	3.53	3.50

*significant at the 0.05 level of confidence

A simple four category rating scale was devised and principals, with the assistance of vice-principals if desired, were requested to estimate the percent of families (whose children attended the school) in each of the four categories. For example, the first category was "parents are mostly executive, professional, self-employed, owners/managers of large and prosperous businesses or firms....probable income level $30,000 and up", and the last category was "parents are mostly out of work (on social security of various types), or if working, only sporadically, and the like. Many homes are "one parent". Probable income level below $7500.00. For further detail, see the Technical Report. The resulting scale ran from 2 to 8, with the S.E.S. rating of 2 for 2 schools, 3 for 6 schools, 4 for 28 schools, 5 for 32 schools, 6 for 14 schools, 7 for 5 schools, and 8 for 0 schools. Thirteen schools did not complete the rating.

Participants from 8 schools with an S.E.S. rating of 2 or 3 were compared with participants from 19 schools with S.E.S. ratings of 6 or 7. The results are shown in Table 13. Six of the 33 mean differences in views about school discipline were statistically significant. Teachers from low S.E.S. schools rated school discipline as being too lenient, and consistently, wanted it to be stricter to a greater extent than did their counterparts in high S.E.S. schools. Teachers in the schools of low S.E.S. also wanted help for students who were discipline problems more than did their counterparts in high S.E.S. schools. Such differences in view could be expected.

As it happened, none of the differences in views of parents of children from the two levels of schools were statistically significant, although the small differences exhibited were in the expected directions.

Students in the low S.E.S. schools wanted discipline to be stricter more than did their counterparts in high S.E.S. schools, were more opposed to letting students quit school, and were more opposed to encouraging parents to back up the school on what it was doing to get discipline.

On the whole, the effect of socioeconomic status on participants' views of school discipline was not as pronounced as might have been anticipated. Possibly the ratings were at fault, or perhaps the effect was no greater than in fact found, and the author's expectations based on general knowledge of the literature were at fault.

It should be noted that many other findings were available in the data collected. At some point, further analysis had to stop, leaving other findings unreported.

SCHOOL DISCIPLINE STUDY

PART V

IMPLICATIONS

CONCERN

People were concerned about school discipline. Evidence came from many sources. The sponsoring organizations, which represented teachers and trustees, requested the study. Their officials voiced the views about student discipline which they heard from members. The unusually high rate of return for a questionnaire study is considered to be an index of participant concern. The publicity given to the findings showed that editors of newspapers, and corresponding officials in radio stations and television stations, felt that the public was interested. Members of the legislature, in speeches and question periods, had expressed concern.

The open-end questions of the study were designed to permit expressions of whatever was uppermost in the minds of the participants. The first question was: WHAT IS DISCIPLINE LIKE IN YOUR SCHOOL? Many participants wrote in a statement such as "Discipline is reasonable, generally acceptable", or "Students behave as required". Persons from administrative units, responding in terms of schools, observed that "Discipline varies from school to school". Satisfaction with school discipline was expressed by 2922 of the 5230 participants.

The opposite view expressed concern about "lack of respect for authority and property" or "students are disorderly, especially in corridors and lunchrooms" or "students are irresponsible" or "discipline is not easily enforced" for a total of 525 responses. In the same vein, 11% of those closest to the scene (teachers, parents, students) wrote in a response which indicated that discipline was too lenient.

While many considered that school discipline as it was in 1975-76 was just about right, concern was expressed by a smaller number that it was too lenient. This should not be interpreted as a mandate to resort to harsh and punitive measures. There was strong opposition (as well as strong support) for the traditional student control measures as expressed in DO WHATEVER IS NECESSARY OR USE WHATEVER MEASURES ARE NECESSARY (INCLUDING THE USE OF THE STRAP) AS MUCH AS IS NECESSARY TO KEEP DISCIPLINE. There was concern. The direction of the concern was that discipline was too lenient, and on the other side of the coin, should be more strict. But there was no endorsation of harsh or punitive student behavior control measures, or of a movement to return to "reading, and writing, and 'rithmetic, taught to the tune of a hickory stick".

SATISFACTION

Participants, particularly parents, were generally well satisfied with school discipline as it was in 1975-76. This was the plurality view. It was expressed both in the rating scale type responses and in the open-end type responses. Students were well satisfied. Trustees and teachers were less satisfied about discipline as it was than were other groups.

What this means can be expressed as acceptance, by a most sizeable group, of the present level of school discipline. Because of the fact already recorded, that participants believed that school discipline varied from school to school, one interpretation of the satisfaction expressed was that participants from certain schools found the kind and level of school discipline satisfactory. On the other hand, participants from other schools might, because of the general kind and level of school discipline, consider it too lenient. However, this interpretation, while possible, should be tempered by one more likely. The more plausible explanation of the satisfaction expressed is that in any school some deemed school discipline too strict, others deemed it too lenient, but many deemed it satisfactory. However, from school to school these proportions varied depending on the kind and level of school discipline, and the expectations of the participants. In balance, a plurality expressed satisfaction: "discipline was just about right".

DIVERSITY

The best balance between diversity and uniformity of view for any society at any time is, of course, not known. Diversity provides the opportunity for change, for new procedures, for new ways of doing things. The danger is that too pluralistic a society will fly apart because it lacks the cement of common beliefs. Uniformity obviously promotes progress toward common goals, which can be hindered by the questioning and even opposition engendered by diverse views. The danger of too much uniformity is illustrated by a society led by a persuasive demagogic dictator - the ideas accepted by vast numbers may be at the best inadequate and at the worst absolutely wrong.

Participants in the school discipline study exhibited considerable diversity of view. The differences between groups were overshadowed by the differences within groups. Most uniformity of view was expressed about letting students, after elementary school, quit if they wanted to. The extent of uniformity of view (60% rating this as no good, forget it, and another 15% rating it as little good) was impressive. Least uniformity of view, or most diversity, was expressed about traditional student behavior control measures (do whatever is necessary, including the use of the strap, to keep discipline) where 14% rated this as excellent, tops but 15% rated it as no good, forget it. This almost unbelievable balance of extremes continued to the next ratings, where 14% rated it very good and 15% rated it little good. Views on the remaining items were generally midway between these extremes.

Differences between groups should not be ignored because of the vastly greater differences within groups. In general, students adopted expected positions except that they opposed, after elementary school, permitting those who wished to quit to do so, and they showed little faith in letting students help make and enforce school rules. As a group, trustees showed least satisfaction in school discipline as it was, and consistent with that view, were most favorable to discipline being more strict. In these views, trustees did not reflect the position of the parents whose offspring were in school. In fact, the views of trustees were closer to those of teachers. Parents supported more strongly than other groups the guidance point of view (provide help) particularly to students who were discipline problems, but also to teachers who were experiencing difficulty in keeping discipline. Parents were also strongest in support of making sure that students did their schoolwork properly and on time.

Interpretations of these group positions should be made with certain background factors in mind. Students were in grades 4-12, and roughly in the proportions of 4:6:3 as among elementary, junior high, and senior high students. Of the fifty administrative units, nine were from cities, and could have provided a maximum of 63 trustee participants. Because in many counties the whole county council (as many as 15 persons) constituted the school committee, and because there were 35 counties and school divisions in the administrative units, the majority of trustee participants (like the majority of all trustees) were from rural areas. Parents were those of children in schools, in any grade from 1 to 12. If the sample parents were representative, slightly fewer than half would be parents of elementary school students.

Diversity of view, as a finding in school discipline, undercuts the position of persons who state that "they speak for group X" (student, teachers, parents, trustees, etc.) if this preamble is followed by a statement on school discipline of the kind found in this study. For example, it would not be correct for someone to say "I speak for parents, and they want stricter discipline". Another example "Trustees believe in and support traditional student control measures". And so on. The diversity of view makes such claims false.

STANDARDS

There were two aspects of standards, both of which received strong support, particularly in the open-end and write-in responses. One was standards of achievement in schoolwork. The other was standards of conduct.

Many participants, particularly teachers, parents, and trustees, derided "social promotions", advocated that students who could not perform adequately be required to do so before "passing the grade" and were scornful about the expectations students had developed that despite laxness and lack of effort, they could "get by". In place of this set of circumstances they wanted standards of school achievement known to all, required of all, and performed by all before they received the appropriate

promotion. In many instances, a strong moral flavor appeared, as if the participant deemed lack of standards was at the least wrong and at the most sinful.

One of the suggestions for improving school discipline proposed to make sure that students did their schoolwork properly and on time. Parents and trustees strongly supported this suggestion. School personnel who would have to implement it were much less enthusiastic. However, participants in general favored this particular proposal for improving standards of achievement.

The second aspect of standards was related to student conduct. Many participants wrote in suggestions such as "establish reasonable standards of student conduct and enforce them unwaveringly". Others mentioned the need for respect for the rights of other people. Still others mentioned respect for property. Many negative instances of lack of standards of student conduct were cited. It was clear that the participants were opposed - some violently - to an "everything goes" philosophy of student behavior. The attitudes expressed were those which underlay support for increased strictness in school discipline.

PARTICIPATION

The call for participation was made in the open-end or write-in responses. The one rating item in this area - let students help make and run school rules - received a lukewarm reception, even from students. Parents wanted to be consulted if their child had been seriously misbehaving. Teachers wanted to be consulted on school rules and their enforcement. School staffs wanted to be consulted before school boards made regulations about discipline. One specific instance, where a board had adopted policy on corporal punishment to come into effect at a future time, was the subject of many adverse comments deploring the lack of participation. "Why didn't they ask us" was an example of the mildest of comments from the teachers in this district.

Students also wanted to have a say in rules and regulations. After all, they were the recipients. Parents did not ask for a direct voice in such matters, but they too wanted consultation.

Many see participation, particularly of those who are not to be held accountable for the operation of the decisions, as a threat. Indeed it is a threat, if decisions are to be made by one set of people and carried out (enforced) by another. A grave weakness of participation is that extremists' views are presented, and the "silent majority" who are currently satisfied are uncounted. One mode only of participation eg. public meetings, is prone to the weakness mentioned. Those with axes to grind can capture the public meetings. A corrective is to have as great a variety of devices for participation as human ingenuity can devise. Questionnaires, telephone calls, interviews, panel discussions, and the like provide a more balanced sounding of opinion, and permit participation to operate as a two-way flow of information which can help both sides. One school has a system of telephoning every parent of a child in school twice a year, basically to say that everything is going

well. After such an introduction the school often receives valuable information, and has generated tremendous public support.

COMPARISONS WITH GALLUP POLL RESULTS

The satisfaction expressed by participants in the Alberta School Discipline Study has been contrasted with the findings of the Gallup poll for American schools. The October, 1976 issue of Phi Delta Kappan, reporting the eighth annual Gallup poll of the public's attitudes toward the public schools, has this to say.

> Discipline continues to head the list of major problems when a sample of the nation's adults cite what they perceive as the most important problems of the public schools in their own communities. In fact, discipline has been named most often seven times during the last eight years.

This finding is contrasted with 41% of the participants in the Alberta School Discipline Study who rated school discipline as being just about right.

Two explanations come to mind. One is the nature of the sample. The Gallup poll used a sample of adults in the general public whereas the Alberta School Discipline Study used a sample of educators, students, and parents of students. However, since the Gallup poll also reported for persons with no children in school, for parents of children in school, and totals, some legitimate comparisons can still be made.

The second explantion is the nature of the questions asked. The Gallup poll asked "What do you think are the biggest problems with which the public schools in this community must deal?" The responses recorded in April 1976 for the United States were "lack of discipline" by 30% of parochial school parents, by 25% of public school parents, by 20% of people with no children in school, and by 22% of the national total. This means that when asked what they thought the biggest problem facing the public schools in this community 30% of parents of parochial school children responded "lack of discipline" ie. they originated the response, and so on. There was no analogous question on the Alberta School Discipline Study. The question asked was "What do you think about discipline in your school" on which 41% of all participants and 47% of parents checked the rating "just about right".

The open-end responses to the question "What is discipline like in your school?" might be more comparable to the Gallup poll results. There were 2922 responses which generally expressed satisfaction from the 5230 participants (56%) and 1391 which expressed dissatisfaction (27%). This means that 27% of respondents expressed dissatisfaction with the state of school discipline in 1975-76 in the Alberta School Discipline Study.

It should be noted by the reader that in contrast to the Alberta study the Gallup poll did not provide an opportunity for respondents to rate the present state of school discipline in the schools of America,

nor to make an open-end statement about what they thought of school discipline.

IMPLICATIONS FOR GOVERNMENT

When control of education is decentralized as in Alberta, the provincial government can influence decisions chiefly through persuasion by elected and employed officials. The Minister of Education, or officials of the Department of Education, can make suggestions for the consideration of school boards, administrators, and teachers. In this context, one implication of the Alberta School Discipline study is that because a plurality, particularly parents, was satisfied with school discipline as it was in 1975-76 there was no basis in the findings of the study for advocating a marked shift to stern disciplinary measures. Similarly, there was no basis for government officials to recommend increased leniency, freedom, or permissiveness. Rather, the findings of the study would support maintaining the level of student control about as it was, but if there were to be any change, the general direction should be toward a bit more strictness.

Corporal punishment has been a matter of keen debate in various parts of Canada both at the provincial and school board level. The specific proposal generally made is that the provincial government should by legislation abolish the use of the strap. The findings of the Alberta School Discipline study indicate that traditional student control measures very strongly divide members of various groups, including parents of children in school, with sizeable groups strongly opposed and almost equally sizeable groups strongly in favor of them. The use of the strap was specifically mentioned as an example of traditonal control measures. In these circumstances any move to legislate on this matter would be strongly attacked by persons who held extreme pro or con views. Implementation would be difficult, as is always the case when people are widely divided about the advisability of the legislation. As it is now, individual school boards can take action for their own jurisdiction. This is where the decision about abolishing or retaining the use of the strap should remain. The study would provide no basis for legislation on this matter.

One way of dealing with school discipline problems is to permit those students who are not profiting from continuing in school to leave. This is a most attractive and persuasive argument, which when spelled out in legislation would be to lower the age for compulsory attendance. The Alberta School Discipline study showed that parents, students, and trustees in that order strongly opposed this kind of suggestion, when the only requirement was completion of elementary school. Depending on the provisions of the legislation there might be more or less support, but the indication was that important affected groups were not in favor of lowering the age for compulsory attendance.

Many observers have remarked that had the Alberta School Discipline study been done at the start of the seventies instead of at mid seventies, the results would have been quite different. Throughout this report, it

has been recognized that school discipline is set in the social context of the times. Schools are part of, not apart from, society. This study, although carefully done, is timebound to the mid seventies. Social change is slow, but by the end of the seventies one might expect that there will be some shift in social attitudes. A regular monitoring of school discipline would be a valuable service which the government could provide for all school boards and for all education. A replication of the Alberta School Discipline study should be made about 1979-1980.

Despite the opportunity provided by three open-end answers, there was a complete dearth of suggestions that the government should assume responsibility for any additional aspects of school discipline beyond those found in the School Act. More than anything else, this endorses and supports the position that participants look first to teachers and the schools, then to the school system, to establish and maintain acceptable student deportment. A continuing government policy of decisions about school discipline being decentralized to school boards would be in order.

One task which could rightfully be assumed by government would be to provide information to school systems, schools, and teachers. For example, the General Report on the Alberta School Discipline Study could be distributed to school systems and Regional Offices, and/or be made available on request.

Later, in the implications for school boards, it will be pointed out that the results of this study are Alberta results, and may apply with more or less validity to any one school system. The implication is that any change in policy or emphasis at the system or school level could profitably be preceded by a local survey similar to the Alberta School Discipline study. Rural school systems, with somewhat limited resources, could well be assisted by Regional Offices if such a study is desired. No doubt Regional Offices have many requests for assistance and must adopt priorities. This is one which would permit the government, through the offices, to provide a system-wide service.

Other implications for government are more oblique. Many participants noted that large classes and heavy teacher workload were causes of discipline problems. A higher level of government financial support would permit school boards to alleviate these conditions. Similarly, better guidance services both for students who constituted discipline problems, and for teachers who were experiencing difficulty in keeping discipline would call for a higher level of government financial support.

Finally, the finding that school size is an important correlate of participants' views about school discipline, with big associated with bad, should be pursued. The strength of the finding was that participants were not asked to rate the effect of school size on school discipline. Instead, the indirect evidence was that participants from larger elementary schools, particularly teachers and parents, were more dissatisfied with school discipline than were their counterparts from smaller schools. Because of small numbers, the differences, though large, were not in general statistically significant.

The implications of this finding are so far-reaching that further study should be made of this and associated matters before action is taken.

IMPLICATIONS FOR SCHOOL BOARDS

A number of implications for school boards are presented in the section above, directed to government. A number of others have been spelled out in the Alberta School Trustees' Association Monograph #1 *Student Discipline*. The major implications were that school boards commonly deal with student discipline in expulsion, suspension, corporal punishment, and conduct on buses. The monograph *Student Discipline* was an outgrowth of the Alberta School Discipline Study.

The findings of the study apply province wide, and may not hold for any particular administrative unit. A point was made clearly and forcefully by many trustees: school discipline varied from school to school. For this reason, and because school personnel are directly responsible for school discipline, school boards should adopt a policy of decentralized decision making. Except for the four matters mentioned, decisions about student discipline should by policy be decentralized to the school and classroom levels.

Corporal punishment is a divisive issue. The implications for government should be read and will not be repeated here. A strong implication for school boards, growing out of the most frequently mentioned suggestion for improving school discipline (PARTICIPATION) is that any system-wide decision such as banning the strap should be made only after consultation with those who have to implement the decision and with those who will also be affected. Again, this kind of decision is one which by policy could be decentralized to the school level.

The Alberta School Discipline Study was conducted province-wide, and the findings apply to all of Alberta. They may apply equally well to any particular school system - but they may not. A system, or a school in a system, may wish to conduct its own survey. School boards should encourage such participatory activity which explores the field and secures input prior to any changes.

The provision of smaller classes, reduced teacher workload, guidance services for problem students, and guidance-type services for teachers experiencing difficulties with discipline have been mentioned under implications for government and will not be repeated here except to note that implementation would have to be by school boards. Similarly, reduction of overcrowding, expanded extra-curricular programs, and other positive influences on student conduct would require board action.

IMPLICATIONS FOR PRINCIPALS AND VICE-PRINCIPALS

It is human and understandable that when asked to rate the success of an enterprise for which one is responsible, the rating may be quite favorable. Principals and vice-principals were the groups most satis-

fied with the state of school discipline as it was in 1975-76. There is a clear implication in this finding: others were not quite so satisfied, and their views should be heeded.

Because school discipline varies from school to school, a blanket proposal that in every school, discipline should be more strict, would be improper. That is the overall direction of change desired if any change is required, but it may or may not be appropriate for a particular school.

A suggestion commonly made was that school staff be consistent and uniform in enforcing a minimum number of agreed upon rules. Principals and vice-principals can take leadership in this difficult area. The spread of opinion on traditional and humanistic control measures found in this study illustrates how difficult the task may be. Views on these matters have roots deep in the unconscious, in philosophical or religious beliefs, and in temperament or personality. An impossible goal is to get everyone to think alike. A more modest and attainable goal is to secure agreement on a few rules required for a satisfactory level of student deportment.

Another suggestion made by participants, particularly teachers, was that the administrators of the school should back up teachers in their efforts to maintain acceptable student conduct. On the other hand, principals noted that unless a teacher is able to maintain proper student control, intervention by the principal or vice-principal is transitory, and is of dubious value. There is undoubtedly justification in both positions. Teachers who complain that students are sent to the office and nothing happens have a point. Principals and vice-principals who state that some teachers can't control their classes also have a point. With respect to the latter, help is indicated. With respect to the former, it is the duty of the principal or vice-principal to handle the matter, and to communicate with the teacher, in such a way that the "nothing happens" perception of the teacher does not occur, and that the student certainly does not perceive it as "nothing happens".

Sometimes school staffs attempt to try out a different philosophy of student control. Experience elsewhere has illustrated that if the objectives and proposed procedures are carefully spelled out, and staff is permitted to transfer in and out according to their preference, the likelihood of success is greater. It is easier to find people with existing views to fit a situation than it is to convert existing views to fit the situation. Principals and vice-principals considering new ventures in student control should bear these suggestions in mind.

The strong support for encouraging parents to back up the school in what it is doing to get school discipline, particularly from parents, and other sources of evidence from the study, point to parents wanting to have more say in school matters. Principals and vice-principals can take the lead in attempting to harness the forces at work here. An easy first attempt is to consult the parents of misbehaving students. This, of course, should be done. Much more positive is the opposite: to inform the parents of behaving students. One school undertakes to tele-

phone the home of every student twice a year to let the parents know that all is well. The relationship between the community and the school is reported to be superb. Parent-teacher interviews instead of or to supplement report cards is another contact. School administrators will undoubtedly be able to devise other sound procedures for harnessing the positive interest of parents. If successful, positive preventive measures to improve school discipline will have been made.

IMPLICATIONS FOR SCHOOL STAFF

A frequent complaint, often voiced by students but also by teachers, parents, and others was lack of consistency. This might be from person to person (When teacher A is on supervision you can't get away with anything, but teacher B lets kids get away with murder) and from time to time (When Johnny did that last week nothing happened). Agreement about the kind of student conduct which might be reasonably expected, the measures to adopt to ensure that this kind of conduct was forthcoming, what measures to take if the desired conduct was not observed, was presented as a desirable state of affairs. Such agreement should be possible, at least in certain simple matters such as the expectation that students will walk in corridors rather than run, and will walk in a well-mannered fashion rather than push, jostle, trip, or other infringement of companions' rights. Given the expectation of reasonable student deportment then the next question is what measures are taken to ensure that this kind of deportment in fact occurs. First, students must know what is expected. They should have participated in the formulation of the expectations. They should be praised when in fact this kind of behavior is exhibited. And so on.

The results from the Alberta School Discipline Study revealed that in many schools, staff was not agreed on such matters. In fact, according to some participants, such matters were never considered.

School discipline obviously affects classroom discipline. The general school climate, the general kind and quality of student conduct, staff and student morale, and similar factors result from thousands of actions by teachers, vice-principals, and principals. The staff as a whole should be conscious of and concerned about its responsibilites. See the quotation from Keeler (1972) on page 13 of this report. Staff should be willing to spend time in staff meetings earnestly grappling with problems of school discipline. Positive, preventive actions would be in order.

The goals of school discipline are matters on which staff should be agreed: student safety, protection of property, development and maintenance of a suitable climate for learning, and character development. Positive procedures for attaining these goals should receive most emphasis. Then procedures which might be used to enforce acceptable student conduct should be approved. The emphasis on the positive will reduce much of the negative aspects of student control. These matters are for the whole staff.

IMPLICATIONS FOR TEACHERS

The role of teachers as members of school staffs has been discussed above. As individuals, their role in school discipline is very largely in the classroom.

It is well known that in departmentalized schools a class may behave well for teacher A and misbehave for teacher B. This illustrates the social psychological phenomena of 'leader to group' relationships. The books cited in the review of the literature go into the matter, which cannot be elaborated in the implications section of this study. However, the point must be made that it is one of the tasks of teaching to keep order so that learning will proceed. At a higher level, it is a task of teaching to develop good character in students. These, along with the other goals of discipline mentioned in the preceding section, are responsiblities of the teacher.

If a teacher is dissatisfied with student discipline, self-help in the form of reading is a first step. This may be supplemented by requests for other forms of help. In many areas of the province, inservice education for teachers includes classroom management as one topic.

Each teacher, as a member of a school staff, has the responsibilty for doing a reasonable share of actions which promote good student deportment. Again, the accent should be on the positive.

IMPLICATIONS FOR PARENTS

The most important implication for parents is the reiteration of the well-known truth that discipline starts in the home. When asked to state the causes of school discipline problems, the most frequently mentioned cause was students who won't behave: they lacked respect for authority and property, they had bad attitudes, lacked interest, disobeyed rules, etc. The second most frequently mentioned cause was poor home discipline. Many parents are all too well aware that there is something wrong with the conduct of their children, and many are at loss to know what to do. Even when parents know what should be done, it may be difficult or virtually impossible to do it.

In these circumstances conscientious parents can attempt to get information by reading, attending lectures, listening to radio, or any one of many ways of securing ideas about how best to raise children. It may be that direct personal guidance would be in order.

A strong message in the Alberta School Discipline study is the need for close relationship between the school and the home. This cannot be achieved if parents approach the school having formed conclusions based solely on their children's reports. An open-minded approach is better. It would be well for parents to remind themselves that there are usually two sides to a story, particularly a story in which their child feels wronged.

Parents sometimes approach the school in a missionary spirit. They have a vision about how things ought to be, and they are convinced that this is right. It may be that other parents would not agree. This should be a first step - to communicate with other parents. It is obvious that the several hundred parents associated with an average school cannot each have pet ideas implemented, if for no other reason than many would conflict.

Parents should also approach the school with the acceptance that other people, professionally prepared, are the workers there. While lay input is desirable, it will be given more consideration if put forth as suggestions for consideration rather than recommendations to be implemented.

Having noted these few implications, there remains the keen concern of parents that their children learn school subjects and develop good character. Parents should continue to cooperate with the school to this end.

IMPLICATIONS FOR STUDENTS

Probably few students will read this section so it will be brief. The Alberta School Discipline Study found that school discipline problems were chiefly associated with students who did not observe proper rules of behavior, probably because of the way they were raised at home. Growing up involves acceptance of the fact that society expects, and even demands, that conduct follow certain patterns. These chiefly stem from the Golden Rule. In addition, society expects and demands that each person must learn to develop self-discipline ie. to accept internally, and to self-impose, desirable standards of conduct. These are the implications for students.

GENERAL IMPLICATIONS

Various implications have been pointed in specific directions. To some extent, this was an error, as all implications could have been directed to all interested parties.

The main implications of the study can be repeated. There was a healthy diversity of views about school discipline within each group of participants, and between groups. Such diversity may foster change or progress, rather than possible stagnation because of complete uniformity of view. On the other hand, diversity can produce tension, perhaps friction, or even conflict. The smooth operation of democracy requires constant good communication.

The study did not support alarmist views about the state of school discipline. Too many participants, from all groups, observed that school discipline was satisfactory. In the light of this finding, talk about students running riot simply did not fit the general picture. Critics of the schools who like to obtain publicity by making extreme statements will find little support for them in this study.

The study did not support complacency and the maintenance of the status quo. The largest single group, a plurality, was satisfied with school discipline as it was in 1975-76. But a sizeable minority, about one-third of all participants, felt that school discipline was too lenient and should be just a bit more strict. A general direction was pointed out. This was what participants wanted - all except the students!

The study did not support more permissiveness, nor did it provide support for a drastic swing to harsh, punitive measures for student control. Moderation was desired: in general, a slight emphasis on more strictness.

Traditional student control measures divided the participants of the study about evenly pro and con, with no large group taking a middle position. There is a very strong implication in this finding, which again supports moderation in action. A reversion to former harsh restrictive measures would generate much opposition. Discarding traditional measures would equally generate opposition from those who strongly support them. A cautious middle of the road policy is indicated.

It is probably true that parents from different socio-economic levels hold different expectations about school discipline, and here again, the implication is reiterated that the Alberta School Discipline study was province wide, and the findings and implications may or may not hold for a given school or district.

While there was considerable support for humanistic student control measures, they were not accepted by the majority. In 1975-76, participants were divided about traditional and humanistic student control measures.

It is generally accepted that a most important cause of school discipline problems is discipline in the home. The study reinforced this concept, but discipline in the home was clearly a background factor. The school must take students as they are, and one of the important implications of the study was that most of the immediate causes of school discipline were located in the school, where remedies could be applied.

An important implication for all groups was the desire for participation. One example was parental interest in their offspring, a force which could potentially be harnessed by the school toward improving school achievement and school discipline.

A study of school discipline can enlighten, and it is hoped that this study will do so. However, no study of itself can or will solve problems of school discipline. It can only point to possible solutions. It is hoped that this study has done this. The study was designed to determine what <u>is</u>, what <u>should be</u>, and to help practioners in the field with school discipline. The emphasis remained on these purposes. Additions to knowledge about school discipline also surfaced, but were not deliberately sought out nor reported here.

From earliest times parents and teachers have experienced difficulty in obtaining acceptable conduct from children. Standards change over the years, and new knowledge about human behavior spawns new techniques for guiding development. Some day it may be that school discipline will no longer be a problem, but that day has not yet dawned.

SCHOOL DISCIPLINE STUDY

PART VI

REFERENCES AND APPENDICES

REFERENCES

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APPENDIX 1

Please do not mark in the squares below.

SPECIAL SESSIONS
4-107 EDUCATION II

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2G5

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School

CONFIDENTIAL. ANONYMITY IS ASSURED.

SCHOOL DISCIPLINE STUDY

Sponsored by the Alberta Teachers' Association, the Alberta School Trustees' Association, and the Department of Education, and supported by the Alberta Federation of Home and Schools Inc. and the Conference of Alberta School Superintendents.

Conducted by The University of Alberta
Directed by S.C.T. Clarke

At this time there is much interest and concern about school discipline. For example, the March-April 1975 issue of the Alberta Teachers' Association magazine highlighted discipline; the Banff Conference of the Alberta School Trustees' Association (June 2-4, 1975) studied a broad view of the topic; and the Minister of Education has been asked questions about it in the legislature. Because of this interest and concern it was decided by these organizations that a study of school discipline should be made. The study would ask various groups what school discipline is like now, and what it should be like. As a result, different kinds of discipline and different ways of getting good discipline might be suggested for the consideration of these groups.

As a teacher, you are a member of one of the groups most directly affected by school discipline. We would like you to help us by answering the following questions.

Suppose a colleague was considering a teaching position in your school and asked you the following question. Your answer should be as specific and descriptive as possible (illustrated, if you wish, with examples and listed in point form).

WHAT IS DISCIPLINE LIKE IN YOUR SCHOOL?

12
13
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26
27
28

WHAT DO YOU THINK ABOUT DISCIPLINE IN YOUR SCHOOL? Please rate it by placing the number of your rating in the circle at the right.

1	2	3	4	5	6	7	29
altogether too strict	too strict	just about right, perhaps a bit too strict	just about right	just about right, perhaps a bit too lenient	too lenient	altogether too lenient	

Suppose the colleague who was considering a teaching position in your school pursued the matter with you and asked this question. Your answer should be as specific and descriptive as possible (illustrated, if you wish, with examples and listed in point form).

WHAT SHOULD DISCIPLINE BE LIKE IN YOUR SCHOOL?

30
31
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46

WHAT DO YOU THINK DISCIPLINE SHOULD BE LIKE IN YOUR SCHOOL? Please rate it by placing the number of your rating in the circle at the right.

1	2	3	4	5	6	7	47
much more strict	more strict	perhaps a bit more strict	about as it is now	perhaps a bit more lenient	more lenient	much more lenient	

Please turn over.

PAGE 2 CAUSES OF SCHOOL DISCIPLINE PROBLEMS PAGE 2

There are many causes of school discipline problems. In your opinion, what are the most important causes? Please list one or two.

Most Important

Next Most Important

48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65

WHAT DO YOU THINK WOULD DO MOST TO IMPROVE SCHOOL DISCIPLINE? There is a list of suggestions below. Rate the value you think each suggestion would have in improving school discipline by placing the number of the rating in the circle at the right.

1 Excellent Tops	2 Very Good	3 Good	4 Maybe good, maybe not	5 Might be some good	6 Little good	7 No good Forget it

SUGGESTIONS FOR IMPROVING SCHOOL DISCIPLINE	RATING
Make schoolwork more interesting and more what kids want to study	66
After elementary school, let any student of any age who wants to quit school do so. . .	67
Make sure that students do their schoolwork properly and on time	68
Give special help to students who cause discipline problems, if necessary putting them in special classes or even schools	69
Give students more freedom, accept what they do, encourage them to develop self-discipline, and accept that some misbehavior is a part of growing up	70
Encourage parents to back up the school on what it is doing to get school discipline. .	71
Give special help to teachers who are having discipline problems such as special conferences, group sessions, assistance as required	72
Do whatever is necessary or use whatever measures are necessary (including using the strap) as much as is necessary to keep discipline	73
Let students help to make and run school rules (guides to conduct).	74
. . . . .	
. . . . .	

(Using the dotted lines you may add a suggestion of your own if you wish and rate it.)

PERSONAL DATA

Your answer to these questions is requested because many believe that people's views on school discipline are related to such factors. Please place the appropriate number in the circle at the right.

Sex: 1. Male 2. Female 75

Age: 1. 25 or less 2. 26-30 3. 31-35 4. 36-40 5. 41-44
6. 45-49 7. 50-54 8. 55-59 9. 60 or over 76

Years of teaching experience: 1. less than one 2. 1-5 3. 6-9 4. 10-14
5. 15-19 6. 20-24 7. 25-29 8. 30-34 9. 35 or more 77

Position: 1. classroom teacher 2. special education teacher 3. relieving teacher
4. substitute teacher 5. department head 6. librarian 7. guidance counsellor
8. early childhood services teacher 9. other (write in) 78

Level at which most of your service is rendered: 1. Early childhood service
2. Grades 1-6 3. Grades 7-9 4 Grades 10-12 5. Special education 6. Grades 1-9
7. Grades 7-12 8. Grades 1-12 9. Other 79

Main subject specialization if teaching: 1. teach all subjects as is common in elementary schools 2. English 3. Social Studies 4. Math 5. Science
6. Physical Education 7. Fine Arts (music, art or drama) 8. Vocational: Ind Arts, Voc Ed, Bus Ed 9. Other 80

INSTRUCTIONS

Place this questionnaire in the TEACHER CONFIDENTIALITY ENVELOPE, seal it, and hand it to the Principal for return to The University of Alberta.

APPENDIX 2

EXEMPLARS DISCIPLINE IS

The following are verbatim responses, selected by the persons who classified the open-end responses, as being typical examples. The numbers following each exemplar specify how the responses were classified. Further detail on the classification is found in the TECHNICAL REPORT.

What is discipline like in your school. Responses from SCHOOLS.

Principal, city K-9 school, 15 teachers

I have been principal of this school for only four months since September 1975. I am quite unhappy with the lack of self-discipline among students and staff. There appears to have been a tradition of regimentation. Students' efforts are oriented towards getting high marks, in any way possible, and not being caught when committing misdemeandors. -There is little cooperation and self motivation.
-Constructive open communication is exceedingly difficult.

16-5, 17-8, 21-2

Principal, city K-6 school, 17 teachers

1. Our school is in a low socio-economic community.
2. Discipline problems are related to the types of homes the children come from.
3. The children have a great tendency to be aggressive towards each other because of the attitudes instilled at home and because of frustrations.
4. Numerous children feel discouraged or depressed resulting in behavior problems both at home and the school.

16-4, 28-5

Principal, rural 1-6 school, 11 teachers

Discipline in the classrooms during instructional time is very good in most cases. In only one or possibly two does there seem to be any problem. Most of our problems occur during recess and noonhour. Over 90% of the students remain at school during noonhour. During the winter months, students become very difficult to handle during the breaks. At staff meetings we develop regulations concerning student behavior but these regulations usually break down.

13-2, 16-2, 18-3, 21-5

Principal, city 1-9 school, 16 teachers

As a new principal to the school, and a very high turn over on staff perhaps the pulse at this time is not that totally clear. Nevertheless, I feel that the student cooperation and behavior and responsiblity of students is very low. Because of an "inner city" school, the atmosphere and familiarity of students appears to be orientated only toward corporal punishment by the school in order to relay a message. This seems to be a very common practice at home; therefore do it at school. Possibly teachers as well are not too sure what the expectations should be as well. There is a very

high percentage of children from one parent families. The problems often trace back to the home situations.
16-9, 21-7, 26-1

* * * * *

Vice-Principal, city 10-12 school, 70 teachers
1. We do not have many serious cases.
2. We work very hard to establish a school climate which makes the school a good place to be. (Strong extra curricular program).
3. The students generally are very cooperative and proud of their school.
4. We try to work very closely with students and their parents where attendance or academic achievement has become a problem.
5. We generally attempt to problem solve rather than use an authoritorian approach.
13-3, 28-4, 14-7, 22-1, 19-6

Vice-Principal, city 7-9 school, 21 teachers
-Discipline follows the school philosophy of trying to impress on the child his worth as an individual and his responsibility to himself, his peers and the staff.
-All attempts are to get the child to rectify the situation first by himself. If unable to do this there is speedy contact with the family.
-We have minimal corporal punishment, relying more on conference, detention and as a last resort suspension.
-Discipline is flexible hopefully to the needs of each student.
15-6, 20-5, 19-6, 26-1

Vice-Principal, city K-6 school, 17 teachers

Just about right. The children are cooperative because they feel there is a consistency in the few rules and in the application of them to all pupils. Infractions of rules and the consequences of infraction are clearly explained to each pupil as needed. Pupils are asked to use commonsense and consideration in their dealings with others. Firmness in maintaining harmonious control is essential.
20-1, 24-1, 15-6

Vice-Principal, city 7-9 school, 39 teachers

In almost every discipline problem the parents are involved. When a child is sent to my office the parents are contacted. Case statements are sent home. Suspensions are used to force parental interviews if necessary. Each incident is documented and recorded. Standard form letters are used for such things as truancy, smoking. Letters state that a second offence could result in a suspension. The strap is seldom used. Teachers are asked to involve the A/P before things reach a crisis situation if possible. Principal is supportive of A/P.
19-1, 22-1, 24-2, 26-1

* * * * *

Teacher, city 10-12 school, 70 teachers

In relation to other schools in our system I feel that there are few disciplinary problems. However it is still much below the standard that I would prefer held (1) There is too much leniency towards skipping classes, students too lazy to get good grades cannot be pressured enough

even if they are failing. (2) There is too much "bending over backwards" to help a student when the student does not wish to be helped. The 100 or 50 students that we spend so much time on are cheating the other students out of the time that they deserve. (3) The administration does not receive backing from trustees or superintendents.
13-1, 16-5, 21-3

Teacher, city 1-6 school, 12 teachers

As a whole the attitude of those in the class is generally good. With the few that misbehave the problem is handled by the teacher the best she can. If to no avail, the principal is then called in to help. I am most impressed as a staff member with the attitude of the principal. He is most concerned with each child in the school and once a child is sent to the office - he rarely is there again. A personal, positive attitude prevails in the school. Therefore - not many discipline problems.
14-1, 18-5, 19-1, 20-4

Teacher, city K-5 school, 25 teachers

I would have to say that the discipline in our school is mediocre and I would like to see it firmer. There are many difficult students to handle. These are not mischievous students but hostile students with emotional problems and unstable home environments. We have many wonderful parents we work with but often the parents of the problems are not interested or not supportive. The problems are not teacher-pupil but among the pupils, themselves. They cannot seem to live and work together cooperatively. Violent, screaming outbursts and physically swinging and kicking are not uncommon. Destroying or removing school property is also a problem I would tell a colleague to be prepared to handle difficult situations.
16-8, 22-1, 28-5

Teacher, city 8-9 school, 29 teachers

Discipline at our school is probably respresentative of discipline in most Junior Highs in 1976, and therein lies the problem. As a former believer in very liberal, free schools, I would say this has been carried too far. No longer is there an atmosphere conducive to learning; no longer is there respect for authority or for the personal property of others (N.B. I am not a power-tripper!). The discipline at this school is often inconsistent because of having no rigid guidelines for behavior eg. Our school assemblies are chaotic and embarassing for both guests and staff. Yet there is no firm direction for behavior at these functions. Also various teachers do things differently because there is room for interpretation in many areas.
16-9, 21-9.

* * * * *

Student, city K-6 school, 15 teachers

It is quite good but sometimes some kids are problems. They bug you a lot. They won't let you do school work in peace. Sometimes when the teachers tell the kids to be quiet, they won't listen. They just persist.
16-8

DISCIPLINE IS

Student, rural K-6 school, 25 teachers

Not bad except for when you get into fights.
14-4

Student, rural 7-12 school, 16 teachers

Discipline is O.K. I guess, but our principal is too much of a dictator, but he does keep good discipline. He shouldn't try to run all school activities like he does. I believe in having control but our principal doesn't have to control everything, like Students' Union etc. I must say that absenteeism is quite low in our school because of our principal which is good. But there are teachers in our school who have poor discipline in their classes, and they can't control their classes. But there are only one or two of these.
14-4, 18-5, 21-1

Student, rural 1-6 school, 3 teachers

Very efficient, but some of the children are starting to talk back to the teachers.
16-3

* * * * *

Parent, rural 7-12 school, 35 teachers

There seems to be a lack of discipline. As parents of an average student (we think) we hear very little about discipline problems. When we look at the police blotter and listen to the local merchants it appears that the students are out on the street too much of their spare time. It appears that neither the teachers nor the parents demand discipline that is conducive to a good education.
17-6

Parent, city 1-9 school, 22 teachers

I assume the discipline is quite good, improved somewhat the past two years. I firmly believe that the strap should be retained as an ultimate deterrent and believe that is the case at present. However, I am very distressed by school trustees abolishment of the strap, without any parental consultations. I understand that our school discipline is regarded as fair by the pupils.
15-4, 26-5

Parent, city 1-6 school, 14 teachers

Discipline is directly related to student and school morale. Those teachers that practiced a positive attitude to learning (stimulating, use of field trips, science lab, sports, etc.) were quite strict but fair. The students esteem of themselves, their fellow students and the school was reflected in very few discipline problems. Unfortunately these teachers seem to stay only one or two years in this particular school. The overall discipline of this school lacks continuity - learning to a "don't make waves or rock the boat" feeling. Many of the teachers use it in a demeaning, punitive way - rather than constructive.
21-6

DISCIPLINE IS

Parent, rural 1-12 school, 10 teachers

The discipline in our school is quite good. The principal discusses problems with the parents and they try and work things out together with the student. Parent-teacher interviews are held regularly to allow the teachers to discuss the individuals problems with the parents. Not all parents show up however but a good percentage do. The teachers work well with the students on sports during and after school.
13-2, 20-6, 22-1.

What is discipline like in your schools? Responses from ADMINISTRATIVE UNITS.

Superintendents, city district

Emphasis of recent years has been towards increased personal freedom and choice of learning mode. There is much less emphasis than formerly on conformity, orderliness and regimentation . In our best schools and classrooms there is no discipline problem since pupils are motivated towards learning. This was revealed most noticeably in the recent Caretakers' strike. Teachers generally are better prepared than formerly to understand the psychology of young people. Nevertheless there are still many occasions of teachers over emphasizing, detentions, group sanctions and utilizing the strap. Effective teaching procedures which result in development of a sense of responsibility, fullest encouragement of individual student's creativity, and incentive to obtain highest possible levels of achievement are ideals or goals towards which we still have quite a way to go.
14-8, 19-2

Superintendent, rural county

Discipline tends to be good in the elementary grades. Discipline problems at the secondary level are being ignored in the hallways and on the playgrounds. Teachers at all grade levels often close their eyes to incidents during supervisory periods in order to avoid being challenged. Principals are strongly supportive of different ways of getting good discipline.
13-5, 19-1, 21-2

Superintendent, city district

In comparison with what I hear and observe discipline in our schools is relatively good. However, in comparison with what it used to be, particularly in junior high, it has deteriorated. There is greater tolerance of deviant behavior - perhaps in itself a bad thing but unfortunately some of this greater tolerance proceeds, not from better understanding of the problems of young people, but from an attitude of laissez-faire among staff, parents, and the public. Staff are inclined to place the blame of poor behavior in school on extraneous factors, when the responsiblity may well lie in what they are doing - or not doing - in school.
14-4

Superintendent, rural school division

Discipline appears to be an increasing problem especially in our more urban schools - eg. -more incidence of drugs and alcohol.
-more absenteeism especially at the junior high and senior high.

DISCIPLINE IS

-more vandalism eg. marking of desks, breakage of windows.
-more disrespect shown to teachers.
-more disregard for school regulations and policies.

16-9

* * * * *

Trustee, rural school division
(1) Too lenient in the larger schools.
(2) Little respect shown by students who do not show respect at home. Parents at fault.
(3) Teachers who have problems controlling children because they do not have the capabilities or new proper training.
17-6, 21-1

Trustee, city district
We have a variety of discipline in our schools. The discipline in the schools directly reflects the top administration in that school. By top administration I mean the principal and vice-principal. Usually the old time teacher who has risen to principalship will have the firmest discipline which I may add has created student respect for themselves, their school and education. On the other hand another situation is the younger principal who believed in permissiveness. This occurred in a junior high school. The students walked over the staff, the school had a higher than average rate of dropouts, they fought amongst themselves and the administration of the school through counselling and courses firmed up the discipline and have eliminated a lot of the problems. The rest of our schools have discipline in between these two examples.
14-5, 18-5

Trustee, rural county
1. An average school situation in that most teachers set good examples for the children re: self-respect, etc.
2. Principal sets tone for attitudes of the school. eg. identifies with the student, treats all fairly, expects a high standard of action and achievement from teacher and student, shows that he cares.
18-5, 19-5

Trustee, rural county
Discipline is lax everywhere. Family life has broken down in home. Laws are lax and vandals seldom punished. Parents uphold their children in their misdemeanors. Teachers and even parents act as if they fear gangs of youngsters.
17-6, 21-2, 23-2, 25-2

* * * * *

Central Office personnel, Assistant Superintendent, rural county
Discipline in our schools, in my opinion, is very poor generally. Students are not expected to behave.
16-6, 17-7

DISCIPLINE IS

Central Office personnel, A.V. Coordinator, rural school division

Discipline is a bit slack. Students are permitted freedom (e.g. poor attendance, incomplete assignments, etc.) due to lack of consistency on part of administration and some staff members. Administration defends student's ahead of teacher's judgement re: conduct of students in school.
21-8

Central Office personnel, A.V. Coordinator, rural county

Discipline in our schools is basically fair, realistic, and humane. None of the Administrators are Autocrats, insisting on complete subjugation of their students. The accent is on honesty, fair play, and respect towards teachers and students alike. The outcome of this philosophy of discipline in this rural area is that the students are relatively happy with school, that they accept administrative decisions as well as minor rules and regulations without malace and misgivings, and that the educational atmosphere is harmonious and industrious. (Note-most of the schools are small - 200 to 300 students)
13-6, 14-6, 15-6, 19-2, 20-4, 28-6

Central Office personnel, Media Services, city district

It varies! I find that elementary schools tend to be "happier" places followed by senior high schools. Junior high schools tend to have (or experience) more problems. However, I often find that teachers at the junior high level are more tolerant or more unaware of problems. Any discipline problems I've seen tend to be in junior high schools. My own feeling is that too many new teachers are placed in junior high when they are really undergoing extensions of the same "traumas".
13-6, 21-1

What is discipline like in your schools? Responses from REGIONAL OFFICE PERSONNEL.

Discipline in the elementary schools which I visit does not seem to be a problem as I do not hear much about discipline problems as these are not the types of problems which I am concerned with. It is my understanding that discipline is more of a problem at the junior and senior high school level and not a concern or as much of a problem at the elementary school level. Most elementary classroom teachers have most of their discipline - type problems with children who are hyperactive and are disrupting the classroom for these reasons. Observations of classrooms and of individual children within classrooms during my visits has been very positive and favorable with any serious discipline problems being limited to one or two children in the classroom.
13-6, 16-4

* * * * *

1. At Elementary level discipline is firm yet reasonable fostering generally a favorable climate.
2. Junior High School discipline ranges from chaos to highly structured. Some smaller Junior high schools have found the happy medium - but those appear to be rare.

DISCIPLINE IS
DISCIPLINE SHOULD BE

3. Senior High - strong statement of rules with an emphasis on self discipline.
13-6, 15-3, 18-1

* * * * *

Discipline varies considerably from room to room and school to school as it always has. The learning situation tends to be more informed than, say, twenty years ago but in most cases the tension is probably a little less. Teachers tend to rely more on psychology that is, on knowledge of children, and less on the threat of penalties to maintain control. Students as they get older tend to be more conscious of their rights in many cases so measures have to be reasonable.
14-5, 15-2, 19-2

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I feel there is a wide range in the type of discipline exhibited in the schools that I have visited throughout the province. Schools where the pattern is very open have ignored any action that could discipline students. There is a lack of direction in a school of this type where students have complete freedom but do not accept responsibility for their actions. A school which falls somewhere in the middle of this continuum has discipline with responsibility.
13-5, 14-5, 16-5

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What <u>should</u> discipline be like in your school? Responses from SCHOOLS.

Principal, city K-9 school, 15 teachers
-Students, staff and parents should voluntarily cooperate toward achievement of common goals.
-Students and staff should be responsible and punctual and be motivated by the common good of the school community.
-An atmosphere of trust and mutual respect should be fostered through on going open constructive communication.
-Problems should be attacked in a rational and humane manner.
35-5, 37-2, 38-4, 39-2, 41-2

Principal, city 1-6 school, 28 teachers
-discipline <u>should</u> encourage school attendance.
-discipline <u>should</u> encourage growth in respect and not fear.
-adults should understand and complement efforts in discipline.
-requires more teachers concern and awareness of long range goals of discipline.
-requires more parental involvement and concern.
-requires more self-discipline and respect on the part of the pupils.
35-1, 38-1, 39-6, 41-2, 45-7

Principal, rural 1-6 school, 11 teachers
-students should be encouraged to exercise self-discipline.
-few rules, but enforce.

-carry-over from classroom to noon and recess - students from quiet classrooms are very boisterous at noon and recess.
-teachers should be concerned with student behavior in hallways as well as in their own classroom.
32-2, 34-3, 40-2

Principal, rural 8-9 school, 29 teachers

Discipline should be such that a minimum amount of punishment need apply. Where self direction is in evidence to the greatest degree is where, staff, students and parents have clearly defined and mutually understood objectives. Where such an atmosphere is established rules can be minimized and a feeling of self, and mutual respect will prevail.
33-2, 35-1, 38-4, 40-2, 41-1, 46-3

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Vice-Principal, city K-6 school, 31 teachers

Discipline in my school should be and is.

1. Fair.
2. Consistent.
3. Firm.
4. Based on reasonable guidelines.
5. Have logical consequences for behavior or misbehavior.
6. Encourage self-discipline on the part of the child.

32-4, 34-1, 37-4, 40-2, 43-3

Vice-Principal, city 1-6 school, 14 teachers

Discipline should be quiet, but firm. Each situation which may arise requiring disciplinary action should be dealt with on its own merits. Rules should be few and simple so as to effectively enforce them. Students should know the reason for rules.
34-6, 35-2

Vice-Principal, rural 7-12 school, 16 teachers

Discipline should be firm, fair, and consistent in all classes. Each student with a problem should be considered individually and handled accordingly.
35-2, 37-4

Vice-Principal, rural 1-6 school, 12 teachers

As some individuals do not respond to reasonable social behavior, some punishment must be used in these cases. I would favor corporal punishment in extreme cases, but I am much opposed to group punishment, ie. class detentions. I believe, from past experience in Britain, that the school assemby creates the feeling of belonging to a large society, ie. the school, and helps to create the tone for a well run school. It also helps in laying down acceptable codes of behavior uniformly through the school. This communication between children and principal is often lacking.
32-2, 42-3, 43-2, 44-1, 46-1

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DISCIPLINE SHOULD BE

Teacher, rural 1-6 school, 11 teachers

All teachers should plan the discipline aspects with some suggestions from the parents and pupils, then everyone should be consistent in obeying them or else there should be some form of punishment. I think the root of the matter is consistency among the people who impose the rules.
34-4, 37-1, 43-2

Teacher, city K-5 school, 25 teachers

Discipline should be fair but firm. I would like children to know just how far they can push their limits before something is done. I think a little fear put into the children might help. There is also alot of parent interference which limits the schools efforts to discipline. When a child is sent to the office I would like to see that the parents are contacted.
32-7, 37-2, 41-5

Teacher, rural 1-6 school, 9 teachers

The discipline is good but it could be better if more problems could be handled by the teachers in the classroom. But sometimes the beginning teacher is not prepared for situations rising in the classroom. I feel that if teachers had taken courses in classroom management and how to handle specific discipline problems there would be fewer problems. A course or two in this area should be a required part of the B Ed program, perhaps even before some of the present Ed Foundation or Ed Administration courses.
35-3, 42-5

Teacher, rural 8-9 school, 29 teachers

At a junior high level discipline should be apparent and consistent. A teacher should not attempt to simply be a friend to the student, but rather a consistent example of proper behavior and an individual who expects and demands it of his students. The values and benefits of proper behavior and cooperation should be constantly extolled before the students.
37-5, 38-3

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Student, rural 7-12 school, 44 teachers

I think there should be some strictness in the school but also there should be fun. We (students) are in school seven hours a day and in some classes it is so boring there is no fun.
37-3

Student, rural 1-6 school, 27 teachers

I think it should be as it is now, but a little better. Some teachers let you get away with too much. Some teachers will just ignore you and just don't care. A couple of teachers tell you something so fast and then tell you to do something on it.
38-3

Student, rural 1-12 school, 14 teachers

I wouldn't make any drastic changes in the discipline situation. The teacher - student relationships are almost always good, as a result

the discipline is usually justified before action is taken (what more could you ask for?)
31-1

Student, city K-5 school, 25 teachers
Very strict on kids fighting.
32-1

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Parent, city 1-5 school, 25 teachers
1. Teachers should have complete control over the students during school hours.
2. Teachers should have cooperation from the parents especially with discipline for problem students.
3. Teachers should not have to answer to unreasonable parents for any fair and deserved punishment given to a problem student.
35-3, 41-8

Parent, city 1-6 school, 28 teachers
We feel that discipline should be more uniform throughout the school system and involving childrens' parents more in the disciplining of children. Infantile acts of teachers should not be tolerated in the school system eg. taping of mouths, etc.
37-1, 41-2

Parent, city K-6 school, 31 teachers
In order to learn and do well in school, the children have to respect their teacher and if she can't keep control of her class this will not happen. Children expect and I think, want discipline. They will do much better in a class with discipline than without it.
32-2, 42-5

Parent, city K-6 school, 15 teachers
As strict as necessary to ensure that every child, no matter his or her ability to absorb, receives, understands and can use (at least) basic education - ability to comprehend, write in legible English, has a knowledge of his country, province etc. - ie. anything disturbing that process should <u>not</u> be tolerated.
45-3

What <u>should</u> discipline be like in your schools? Responses from ADMINISTRATIVE UNITS.

Superintendent, rural school division
Discipline should be like the following -
-respect for each individual - peers and superiors.
-respect for property.
-self initiated and self motivated.
-respect for authority - even if the individual doesn't agree necessarily with the authority or his rules.
39-7

DISCIPLINE SHOULD BE

Superintendent, city district

The best discipline occurs where students are aided in learning to know themselves and to appreciate as fully as possible the rights, duties and responsibilities of human beings as they relate to the various age levels and degrees of personal growth. This requires a definite concept of the acceptable roles of teachers, students and others working in the school. This notion of discipline can be adapted to a wide variety of situations from the highly structured and more traditional teacher directed classroom to more open climate stressing individualized learning, differentiated staffing and open area schools. A key element of good discipline always is consistency of expectation.
37-1, 40-5

Superintendent, rural county

A responsible and rationally intelligent atmosphere should exist in the classroom; for example, the behavior of the disrespectful can be changed quickly if a teacher is calm, poised, and perceptive when disrespect is shown. Teachers avoiding anger and disdain and responding professionally in a personal way. Atmosphere of mutual respect. Students having the right to practice self-discipline.
37-3, 38-4, 40-2, 45-6

Superintendent, city district

1. Acceptable behavior through students' active interest and participation in what the school is trying to do.
2. Attitude of respect by students for their teachers, engendered by the teachers' competence in their subject areas and by the teachers' setting a reasonable standard of behavior without good reason.
3. No indifference by students or staff.
4. Friendliness towards students, but not familiarity, as the staff attitude.

34-1, 37-1, 38-2, 39-1

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Trustee, rural school division

1. Children should know the limits of acceptable conduct.
2. These limits should be broad enough.
3. There should be only rare exceptions allowed.
4. Unacceptable conduct should be dealt with by the classroom teacher right at the time of infringement; it may be necessary to diverge from the topic at hand to discuss with the class the reasons for rules and the results of their being disregarded.
5. Persistent disobeying has to be disrupting to the class and should not have to be tolerated. Discussion with student, parents, and principal in addition to classroom teacher should be mandatory.

34-1, 35-4, 36-2, 37-3, 41-2

Trustee, rural county

I think that discipline in our schools should teach the children to first respect their elders, to respect the school property and to respect the property of the other children they have to go to school with, if they learn these things when they are attending school it helps them greatly when they reach adult life and have to earn a living by working

with others.
39-7, 46-2

Trustee, rural county

We can't blame teachers if parents can't control the youngsters. Firm punishment should be allowed. Principals should uphold teachers' right decision and School Boards do likewise. Weed out teachers who can't control during early training. Do not wait until 3rd year training for practice teaching.
36-2, 43-5, 57-5

Trustee, rural school division

(1) Rules should be set out to the students and made very clear that they must be carried out strictly.
(2) Students should be made aware that a school is there for a purpose and that purpose is learning respect and discipline.
(3) Teachers who cannot maintain discipline in a classroom should be given special training.
34-1, 39-6, 42-5, 46-4

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Central Office personnel, Coordinator of Media & Curriculum, rural school division

My perception is that discipline should not be imposed - it can always be shown to be a logical process keeping order and positive atmosphere in the school community life. Discipline should not be merely laying down of rules, it should tie in with the understanding of rights of individuals of their respect (earning and giving), fairness, and honesty. I think administrators should often have refresher, in group dynamics. Ideally, parents would support school disciplinary procedures, and believe in them, but too often parents leave the moral and spiritual decisions to the school, and when the schools take action, react defensively.
40-2, 41-8

Central Office personnel, Director of Pupil Personnel Services, rural county

For the few who require it (with the qualification of taking the students personality and domestic situation into account) the permits should be explicitly set earlier. Ultimately the student should be given the choice between corporal punishment and suspension or expulsion, rather than abolishing corporal punishment.
32-4, 44-5

Central Office personnel, Assistant Superintendent, rural county

We should insist on improvement of discipline. Perhaps the problem rests mostly with the Principal. Discipline should be such that a teacher is confident that he/she is in command of the situation at all times. As it is the teacher has no confidence on his position.
32-6, 36-2

DISCIPLINE SHOULD BE
CAUSES

Central Office personnel, Assistant Superintendent of Schools, rural county

Firm but fair. Limits should be delineated so that a sense of order and stability is established. Discipline should be established to prevent anarchy and chaos. It should not be based on fear, but there should be no doubt about who is in control. In a well-run well-disciplined school there is a comfortable, "secure" atmosphere. The question of who is in control does not need to be asked.
34-1, 37-2

What should discipline be like in your schools? Responses from REGIONAL OFFICE PERSONNEL

1. I am not at all dissatisfied with the state of affairs as it exists now. Parents have responsibility at the present time in making school personnel and school trustees aware of their particular feelings on this subject.
2. A return to the "good old days" type of classroom discipline would be a retrograde step.
3. School Act is vague - perhaps a statement should be included as was the case in the "Old Act".
41-2, 42-5

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1. Discipline should reflect an understanding of student problems and pressures.
2. It should be fair and consistent - students should know that certain kinds of behavior (misbehavior) will result in certain consequences.
3. Corporal punishment may be a consequence providing that it is not punitive.
37-1, 38-1, 40-1

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It should be aimed at assisting the students to become independent and socially conscious individuals. We should not assume that if we structure strict discipline in schools that when they leave school they will suddenly learn responsibility (They (students) need practice in being responsible).
40-5, 46-2

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The discipline expected should be in keeping with the instructional setting. The library and the gymnasium require varying forms of control. Discipline should be "easy" and be conducive to good learning.
35-2, 45-2

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There are many causes of school discipline problems. In your opinion what are the most important causes? Please list one or two. Responses from SCHOOLS.

Principal, city K-6 school, 17 teachers

Our society is experiencing difficulty in many areas. The discipline problems in schools may be a symptom of these problems. Problems experienced in this particular school stems largely from the fact that some of the parents in our school community do encounter hardships because they frequently are unemployed, have broken homes, or in general do not know how to cope with everyday problems. The children reflect this in their behavior in the school and community at large.
64-1

Principal, rural 1-6 school, 11 teachers

Students find work difficult and frustrating - see no reason for attending school. Teachers must be enthusiastic. Lack of suitable teacher supervised activities at noonhour.
50-1, 57-2, 59-3, 61-2, 62-2

Principal, rural 7-9 school, 14 teachers

Lack of school organization - curricular and extra-curricular and teacher preparation. Lack of wide open communication between students and teachers and administration and parents. The last named (parents) must be involved.
57-6, 59-4, 60-1, 61-2

Principal, city 10-12 school, 70 teachers

Lack of consistency and fairness (i.e. a defensive attitude on the part of the teacher). Ineffective instruction (poor classroom instruction).
55-3, 57-2

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Vice-Principal, rural K-6 school, 11 teachers

Harsh restrictions. Too many rules. Lack of parental support. Inconsistency.
51-2, 54-4, 55-1, 60-2

Vice-Principal, rural 1-12 school, 18 teachers

Tolerance levels of teachers - how much are they willing to let go until they take action. Administration that is afraid to take firm steps to curb obvious discipline problems. Students who have never been forced to accept the consequences of their actions must be taught cause and effect relationships and know that in the school, never mind about home, they have to accept responsibility. Over protective parents who feel everyone is picking on Johnny.
49-5, 52-9, 60-2, 63-1

Vice-Principal, city 1-9 school, 16 teachers

The students lack of self-respect, lack of respect for fellow classmates and teachers. Students must learn more cooperation with all people concerned. Parents lack of interest in what their children are doing and also parents who support the child and question what the teacher does. In other words lack of confidence on the part of parents as to what the school does. It is very difficult to pick for the above two.
49-5, 60-5

Vice-Principal, city 10-12 school, 74 teachers
(1) Academic - lack of attendance and performance. One common cause which could be eliminated, perhaps, is protecting students from the consequences of their actions. eg. if a student drops out of half of his courses, should parents and/or society expect him/her to find part-time employment? Or should there be a limit to the number of courses for which tuition is provided free of charge - say that the student may register in up to 120 credits free of charge? Further registrations would entail paying fees for tuition.
(2) Parents expecting the school to provide all the discipline the student receives in some areas eg. forbidding smoking. Parental and school discipline should be a cooperative effort.
(3) Expected standards of conduct may be too much higher than the standards in society - eg. littering in public places.
49-3, 63-1, 65-2

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Teacher, city 10-12 school, 70 teachers
Permissive school boards, permissive school superintendents, permissive parents, permissive courts of law - a permissive society, generally - would never tolerate, or would be incapable of supporting a school principal or teacher determined to tighten school discipline. High schools are far too big to discipline adequately.
53-2, 61-1, 64-1

Teacher, city 1-6 school, 28 teachers
1. The recent trend of emphasizing public relations and too much so on keeping the public happy by trustees. After all they are politicians not trained educators.
2. The parents have too much control over the school. Their natural bias on behalf of their children protects and shields the pupils, from normal discipline procedures. A teacher cannot do anything without getting an O.K. from home and by the time you do it is too late.
53-2, 60-2

Teacher, city 1-9 school, 16 teachers
Parents allowed too much say as to disciplining their children. As a result, school boards, central administration and local administration lean heavily on supporting parents and students leaving the teacher with little or no support. Classloads too heavy, too many choices given to students subject-wise, Department of Education brings in innovations to make the student happy, but takes away the financial aid, the books needed, teachers.
53-1, 61-1

Teacher, city 1-6 school, 28 teachers
Children learn through examples and in recent years many adults in our society have served as very poor models. When the general public starts to show more respect toward their fellow members and to some of our civil laws, I am sure discipline will improve in our schools. Some adults have abdicated their parental responsibilites. They seem to be lieve that freedom means a license to do whatever one pleases without

showing respect for other individuals.
63-2, 64-1

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Student, rural 1-12 school, 18 teachers

The students won't listen, don't care and can get punished and laugh about it and go and do it again because he thinks it is funny and can't find any better way to get his kicks. The teachers get fed up with it and just ignore it. The teachers don't care what happens to the students. They think they only get paid for teaching and that's all that matters.
49-5, 59-6

Student, city 10-12 school, 74 teachers

Students that have no respect for their teachers. Students that don't care about their school work and their future in adult life.
49-9

Student, rural 1-9 school, 9 teachers

When the kids talk back to the teachers. The teachers are too lenient and don't say nothing.
49-4, 52-2

Student, rural K-12 school, 15 teachers

Some kids don't behave. Some teachers are very bossy.
49-1, 59-2

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Parent, city K-6 school, 15 teachers

Lack of respect for people in authority. In many areas abolishment of the strap in schools, I do not condone it's too frequent use but it acts as a deterrent to many.
58-1

Parent, city K-9 school, 15 teachers

Teachers who do not know how to command discipline and respect of students - perhaps due to lack of experience. This does not appear to be a requirement in a teachers qualifications. A general trend in society to allow and encourage freedom of speech and actions - not to suppress a students desire to express him or herself.
57-3, 64-1

Parent, rural 1-9 school, 9 teachers

I think problem number 1 is that parents themselves are too lenient with their children by always meeting their demands. Problem number 2: this automatically leads to thievery, drugs etc. I think a lot of these children are just looking for attention.
49-4, 63-1

Parent, city 7-9 school, 34 teachers

Lack of parental support for the staff in the implementation of standards. The professional educators ever changing theories as to how

children should be taught produces confused teachers and students. It should be mandatory for the professors of education to return to the classroom for one academic year in four.
57-4, 60-2

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There are many causes of school discipline problems. In your opinion, what are the most important causes? Please list one or two. Responses from ADMINISTRATIVE UNITS.

Superintendent, rural school division

Students that have not been "reached" by the teachers. Much deviant behavior stems from frustrations the pupil feels because he is not achieving or is ignored or rejected. There is no meaningful relationship between teacher and pupil. Apathy or in some cases active antagonism toward the school and its personnel on the part of parents. Teaches children to disregard the schools standards of conduct.
59-3, 62-2, 65-4

Superintendent, rural county

Insufficient leadership and ineffective decision making on the part of the principal.
1. Failure to use all resources (counsellors, preventative services).
2. Inability to help teachers react maturely and professionally toward recalcitrants.

Immature, insecure teachers combined with belligerent immature parents. This is rare in our system but can occur.
53-1, 57-7, 63-3

Superintendent, rural county

Permissive society and lack of parental cooperation. Lack of respect and reinforcement of negative behavior.
59-7, 60-2, 64-1

Superintendent, city district

1. Attitude of teachers, parents, and the public at large that discipline is the problem of someone else.
2. Exposure to television programs that romantically portray the nonconformist.
3. The lack of respect for standards among adults - the example observed by students.
4. Lack of definition of purposes - students have few long-range goals.

52-7 59-6, 60-4, 62-1, 64-2

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Trustee, rural county

The most important discipline problem I think arises from children being allowed to do as they like at home and finding when they attend school that there has to be curtailed to some extent. The next most important is some children are easily led and let themselves get in trouble by listening to some of the children that are troublemakers.
49-6, 63-1

CAUSES

Trustee, rural school division

No discipline in the home. Parents who are firm with their children usually make every effort to see that discipline is strict in school. Respect and appreciation. These two features are lacking in todays young people.
49-8, 63-1

Trustee, rural county

Many students are battling boredom, are not really challenged by creative teaching and thus find outlets for their energy in bad behavior patterns. The breakdown of the home, many one-parent situations, and the lack of discipline or expectations contribute greatly to the problem.
62-2, 63-1, 64-1

Trustee, rural school division

1. Practically all school discipline problems are a reflection of discipline problems in the home. Many parents do not set out acceptable conduct to their children - some parents don't know how to, some don't care, others are blind to their own children's problems. The "authority", which should be part of a teacher's rights in the classroom, has been eroded by the permissiveness our society condones.
63-8, 64-1

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Central Office personnel, Director of Guidance Services, independent (town) school district

1. Children are not learning self-control, responsibility, respect and courtesy in the homes as they used to because of changing roles of family and home.
2. The emphasis on materialism and easy living seem to water-down many of our former values and emphases.
3. New approaches to teaching are often misunderstood by teachers, pupils, and parents - resulting in a loose, non-structured environment conducive to behavior problems.
4. Over-emphasis of need for success, oblivious of abilities cause frustrations which lead to discipline problems.
63-4, 64-1, 65-4

Central Office personnel, Supervisor, city school district

The teacher's lack of ability in developing meaningful sequential learning activities to meet the group, and individual students present needs. A school's inability to develop a common practical philosophy towards the purpose of a school. Then apply the philosophy to a coordinated program for all functional aspects of the school.

eg. learning function
teaching function
administrative function

as applied to development of positive societal attitudes.

52-4, 57-9

Central Office personnel, Director of Pupil Personnel Services, rural school division

1. Lack of respect for others.
2. Lack of respect for authority in school as well as in the home and

outside of these two institutions.
3. Disregard of the value of formal education.
4. Rejection of the basic Christian values, especially charity and love.
5. The wrong interpretation of "Freedom".
6. Neglect of duty of those in charge of authority i.e. parents, teachers, police and adults in general.
49-8, 57-1, 60-1, 62-1, 63-1, 64-1

Central Office personnel, Assistant Superintendent of Schools, rural county

Breakdown of discipline in the home, the result of contemporary social problems. Boring classes, when the students may indulge in only one activity for periods as long as 50 minutes.
61-2, 63-1, 64-1

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There are many causes of school discipline problems. In your opinion, what are the most important causes? Please list one or two. Responses from REGIONAL OFFICE PERSONNEL.

No poor, or unencouraged communication between students and teachers, school authorities, etc. rejection of policies, ideas, and personal concerns by both teachers and students. Parents often do not support or enforce what the school and teachers are trying to do in the classroom. Teachers do not have respect for students - look down upon them, talk down to them, do not encourage a working relationship, often are not prepared for the school day which results in lack of interest on the part of the students. Students do not have respect for teachers- have the attitude often times that teachers are there to work against them and are not in the schools to work with the students or for the students. Students often rebel or act out towards anyone that appears to represent an authority figure.
49-4, 57-4, 59-9, 60-2

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1) Lack of teacher understanding about children.
2) Lack of appropriate selection procedures for persons entering the teaching profession.
3) Lack of classroom management experiences in teacher training programs
52-7, 57-6

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Lack of knowledge by teachers and officers concerning group dynamics and peer group pressures. Physical restraint is usually the only method of control which they know and this of course does not work in the high school. They are ignorant of how to set up ways of self control for the students. Parents and our environment, in many cases produce value systems which are in direct conflict with those of the school. It would seem that some sort of alignment or accomodation of values between the school and community is vital.
57-3, 60-1, 64-1 65-2

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CAUSES

Lack of teacher training in areas such as classroom management. Generally a lack of knowledge regarding use of rewards and punishments, etc. Lack of relevance in curriculum.
57-3, 61-2

APPENDIX 3

CLASSIFICATION OF SUGGESTIONS FOR IMPROVING SCHOOL DISCIPLINE ORIGINATED BY PARTICIPANTS

The 1000 suggestions for improving school discipline were originated by the 5000 participants in the Alberta School Discipline Study of 1975-76. The context was that nine suggestions for improving school discipline were to be rated by the participants, and space was provided for a tenth to be written in. No doubt this setting influenced the kind of suggestion which was forthcoming.

The following presents an analysis of the origin of the suggestions.

ORIGIN OF SUGGESTIONS
for
IMPROVING SCHOOL DISCIPLINE

Group	Classified	Unclassified	Total
Teachers	209	57	266
Principals	17	8	25
Vice-Principals	15	3	18
Students	138	124	262
Parents	203	103	306
Totals	582	295	875
Superintendents	14	6	20
Central Office	59	18	77
Trustees	47	35	82
Totals	120	59	179
Regional Office	23	0	23
Grand Totals	725	354	1079

CLASSIFICATION OF SUGGESTIONS FOR IMPROVING SCHOOL DISCIPLINE

PARTICIPATION

1. ENCOURAGE CLOSER TIES (COOPERATION) BETWEEN PARENTS AND THE SCHOOL (OR TEACHERS)

* *Teacher urban elementary* Encourage parents to discuss problems with teachers.
* *Teacher urban elementary* More cooperation from parents. Improve the image of teachers so students will have more respect.
* *Teacher urban elementary* Have more freedom to discipline students. Parents often criticize teachers.
* *Teacher urban elementary* (Secure) consensus for consistent parent and teacher conduct.
* *Teacher rural elementary* Parents have a tendency to be negative re school discipline.
* *Teacher rural 1-12* Have parents check their children's homework and work with their children in all areas.
* *Teacher urban 10-12* Take the school out into the community and the community back into the school.

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* *Principal urban elementary* Cooperation between school and parents. Teachers do little extras eg. supervise noon-hour activities.
* *Principal rural elementary* Set student achievement goals acceptable to students, parents, and teachers.

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* *Student rural 7-12* Get parents involved in school activities and in school itself.

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* *Parent urban elementary* (Have) parent-teacher discussions.
* *Parent urban elementary* Encourage teachers to discuss problems openly with students and parents.
* *Parent urban elementary* More practice teaching during university. Use of remedial teacher aides for slow learners. Phone in between parent-teacher interviews to keep lines of parent-teacher communication open. Home and school associations are of negligible value - that's my opinion.
* *Parent urban elementary* Put in two-way mirrors and invite parents to come and see how their child acts in school. Discipline would be put back in the home where it belongs and the teachers can get back to teaching.
* *Parent urban elementary* Find (out) if the student has problems at home. See if this is the right teacher for this child and praise the good things the child does.
* *Parent urban elementary* Communication between teacher and parents should be maintained at all times.
* *Parent rural elementary* Parents should be informed about their child's behavior.

* *Parent rural elementary* Keep the smaller schools open so the teacher has the opportunity to know the family. This helps him understand the child so he can be of more help.
* *Parent rural elementary* I believe in backing up the teachers and I also think the teacher should back the parents even if they do not agree one hundred percent.
* *Parent rural elementary* Encourage students to talk over freely any personal problems with parents and teachers, maybe together.
* *Parent rural elementary* More parents should go to school meetings and interviews.
* *Parent urban 1-9* Encourage principals to meet more with parents so they (principals) can get to know entire families.
* *Parent rural 1-9* Parents (should) meet the teacher more often to understand student's behavior better.
* *Parent rural 1-9* (Have) closer communication between parent & teacher.
* *Parent rural 1-9* Have workshops with teachers, students, and parents on discipline.
* *Parent rural 1-9* Once teachers have the necessary guidelines, parents should back them up.
* *Parent rural 1-9* Parents must cooperate with teacher.
* *Parent rural 1-9* All parents should have some way of expressing opinions about their childrens' teachers to the principal or school superintendent eg. a suggestion box.
* *Parent rural 1-9* Parents and teachers should work together with the child. Let him or her come home and tell what is happening. Double check with the teacher or principal if in doubt. Home discipline is also important if done fair to both child and school rules.
* *Parent rural 1-9* It should be compulsory for all parents to participate in parent-teacher interview sessions.
* *Parent rural 1-12* More parent-teacher interviews.
* *Parent rural 1-12* The parent should not go against teacher rules unless they feel real unjust has been done.
* *Parent rural 7-12* Better communication between school and parents. (Have) worthwhile student-teacher relationships. Get everyone involved.

2. ARRANGE FOR INPUT FROM STAFF, STUDENTS, PARENTS IN DETERMINING STANDARDS OF CONDUCT AND STUDENT CONTROL PROCEDURES.
* *Teacher urban elementary* Discipline formed on the basis of the district philosophy is now parent-teacher participation.
* *Teacher urban elementary* Encourage the formation of a student court.
* *Teacher urban elementary* When a rule is necessary a policy should be written out stating disciplinary action to be taken. Should be discussed and revised when necessary by staff.
* *Teacher rural elementary* Staff and students make rules and abide by them with strict punishments for breaching rules.
* *Teacher rural elementary* Formulate an acceptable standard of behavior in conjunction with students in which consequences play an important part.
* *Teacher urban 1-9* Allow the local school staff and administration to set full school philosophy eg. courses and discipline rather than the school board or government.
* *Teacher urban 1-9* Hold students responsible for their own actions

and request assistance from parents and top administration to back it up.
* *Teacher rural 1-9* If students help or suggest a rule, they usually follow it. They are subconsciously grateful when they realize that adults are in charge. Let them know we are running the school. They will have more freedom when we think they are ready for it.
* *Teacher rural 1-9* Have students elect from among their peers a committee which will sit as a jury in cases where a student needs to be disciplined.
* *Teacher rural 1-9* Let students supervise undisciplined members.
* *Teacher rural 1-9* Let parents participate in helping make school rules - especially those in extra curricular activities.
* *Teacher rural 1-12* Encourage many parents to come to school and observe for a few days.
* *Teacher rural 1-12* Have the principal and teachers work together on policy and enforce it.
* *Teacher rural 1-12* The students should not only set up the (school) rules but (should) have some formal way of disciplining themselves.
* *Teacher rural 7-12* Parents need to be involved much more with the school which influences their children so strongly for so long.
* *Teacher rural 7-12* A united effort to enforce rules on the part of parents, school board, principal, and teachers.
* *Teacher urban 10-12* Students are not adults and so need some guidelines - they want guides so help them set them.
* *Teacher urban 10-12* Find out what parents in a community think about discipline. After Junior High School or any year of High School let a student who wants to quit school do so.
* *Teacher urban 10-12* The community, staff, and students (should) set standards.

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* *Vice-Principal urban 10-12* Students and teachers (should) have input into the formulation, adoption, and review of school rules. (There should be a) positive attitude - expect and encourage high standards, and be prepared to deal with unacceptable behavior.

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* *Student urban elementary* Have weekly talks about problems in the school.
* *Student urban elementary* Have a president, vice-president, secretary of the school - girls or boys.
* *Student urban elementary* Let students make some suggestions to make the school better.
* *Student rural elementary* The students should form a club and the school should go by our rules for one day. Then the kids would appreciate having good school discipline.
* *Student rural elementary* Have a vote with the class or grade on what rules they want to add.
* *Student urban 1-9* Ask students their views on what the school situation is.
* *Student urban 1-9* Have a teacher rating (presumably) the teacher rates students) and have (a) student jury for punishment in areas

where it's felt will do some good.
* *Student urban 1-9* The rules should not be so strict and students should have more say in what they have to do.
* *Student urban 1-9* Give more power to the school council.
* *Student rural 1-9* Have a school council made up of the students to help solve discipline problems.
* *Student rural 1-12* Let the students have some say in the teachers and what should be done.
* *Student rural 1-12* Students should have a choice of things they want in their school. They should make some school rules.
* *Student rural 1-12* Stop things like staying in if you have a bad mark. Kids are going to get mad and be bad. Keep the parents or guardians of a student who distrubs disciplinary conduct informed so the student gets maximum help from teachers, parents, and peers.
* *Student rural 1-12* Let students at least in this school have more say in the students' union without the teachers always talking.
* *Student rural 7-12* If you let kids help make and run school it will be no good. It is the way the schools are run now by the kids. No good.
* *Student rural 7-12* Have a suggestion box of how to improve school discipline in the halls.
* *Student rural 10-12* Have staff-student meetings to discuss problems, suggest ideas, and get closer relationships between the two.

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* *Parent urban elementary* Work with parents to define the role of the school.
* *Parent urban elementary* Get parents actively involved in the school either in the classroom or behind the scenes.
* *Parent urban elementary* If students help to make rules, they may be more willing to keep them.
* *Parent urban elementary* Establish some type of school "code of discipline" or rules through home and school or advisory committees.
* *Parent urban elementary* Some students that are almost through school should be able to look back and have some good ideas.
* *Parent urban elementary* Involve the parents, upgrade the staff, change the attitude of society in general. Periodic review of staff heads or upgrading through continuous training.
* *Parent urban elementary* Involve students in policing hallways, mud-rooms etc. You may find if they have participated in making rules they will abide by them.
* *Parent rural elementary* Have the students form a Kangaroo court and hand out punishment to the offender.
* *Parent rural elementary* Encourage the students who have developed good commonsense to become more active as class representatives.
* *Parent rural 1-9* The principal should discuss some of the problems with other teachers.
* *Parent rural 1-9* Encourage parents to define and guide teachers as to the type of "discipline" desired.
* *Parent rural 1-9* Good school rules and guides to conduct can only be set by interested students which set good examples also.
* *Parent rural 1-9* Give a time limit or responsibility for making rules and seeing they are enforced with student help and cooperation.

* *Parent rural 1-9* Could ask students for some of their ideas and if the teachers think it good for the whole school OK.
* *Parent rural 1-9* The teachers, principal, and parents should be the guides and conductors.
* *Parent rural 1-9* In some of the higher grades, ask the students what they think should be used as a discipline; maybe they'd realize what a hard job it is to get students to obey.
* *Parent rural 1-12* Let students participate in the formulation of school rules to some extent and limits.
* *Parent rural 1-12* Let the problems be taken to a "board of school children" to decide on how to handle the problem of the kids. Let the children themselves form the board of school children.
* *Parent rural 1-12* Elementary students may help draw up a list of simple rules to follow for their home room class but major decisions (must be) left to (the) principal and staff.
* *Parent rural 1-12* Let them (students) follow school rules and make a few of their own and follow them if good.
* *Parent rural 7-12* Try to get students to help with disciplining unruly students - their own policing system - and to take pride in their school.
* *Parent rural 7-12* Rules and regulations should be made by principals, vice-principals, and teachers. Students may make suggestions which should be reviewed by the administrators and teachers, and if adopted, have students help in any way to have these rules carried out.
* *Parent rural 7-12* In the classroom I think the teacher should make the rules. Some student ideas would be alright.
* *Parent rural 10-12* A student representative from the students council could help.

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* *Superintendent rural* Let each school establish and clarify its aims and objectives.

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* *Central Office urban* Redefine the role of the school and firm up the standards of acceptable behavior then provide community support for acceptable consequences.
* *Central Office urban* Involve parents in guides to school conduct. Have inservice with parents and teachers together.
* *Central Office urban* At the junior and senior high school level students could assist in formulating rules for guides to conduct.
* *Central Office urban* Involve parents and pupils in making and maintaining school rules.
* *Central Office urban* Develop mutual understanding of the school's goals and expect and educate each child to learn to his potential.
* *Central Office urban* The student assistance (input into standards and regulations) should be greater as age and progression in school takes place.
* *Central Office urban* Have a few simple and clearly understood rules, tolerate minor developmental deviations, involve parents and students in rule setting and enforcing the rules.
* *Central Office rural* Include parents in all discipline problems.

* *Central Office rural* Consult parents during the "embryo" stages of behavior problems to ensure concern and mutual understanding.

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* *Trustee rural* Make sure a good cross-section of the students take part in making the rules.
* *Trustee rural* Let parents help to make and run some school rules (with teacher guidance).
* *Trustee rural* Get all the people involved to acknowledge that a problem actually exists.
* *Trustee rural* Let them (students) give suggestions, but make sure there is leadership in setting up rules and explain why.
* *Trustee rural* Have full cooperation between principal, teachers, and parents.
* *Trustee rural* Greater communication between parent, principal, and teacher.
* *Trustee rural* Consult with students about problem areas as they arise.
* *Trustee rural* There should be more cooperation between parents, boards, administrators, teachers, and students.
* *Trustee rural* Involve the Students Union or Council to enlist their support in operating the school. Students Union (representatives) should attend school board meetings and have a voice in decisions.

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* *Regional Office* Establish a school philosophy in cooperation with teachers, parents, and students.
* *Regional Office* Students, teachers, administrators and parents make rules and regulations with sanctions to be applied for infractions. Student councils (even in the elementary school) to decide on difficult cases with principal, who must have power of veto.
* *Regional Office* Encourage active participation of parents in the school's total program.
* *Regional Office* Extend the community school concept where possible.

3. INVOLVE THE PARENTS OF MISBEHAVING STUDENTS
* *Teacher urban elementary* Make parents aware of their child's discipline problems and get them more involved in the solution.
* *Teacher urban elementary* When trying to bring about a change in behavior in a problem child, involve parents as well as the teacher and student in order that the goals and methods used at school and in the home reinforce each other.
* *Teacher rural elementary* Have the parents in after the child fails to complete work he is capable of doing - say, after so many missed assignments.
* *Teacher rural elementary* If a child is severely reprimanded make sure that the parents are notified by the principal.
* *Teacher rural 1-9* Parents shall cooperate with teachers as to

disciplining their children. If having trouble of any kind, let teacher and child explain themselves before parents. Give teacher benefit of the doubt. Strict discipline is important.
* *Teacher rural 1-12* Inform parents whenever their child is disciplined. Maintain uniform discipline throughout the school.
* *Teacher urban 7-12* Encourage parents of children who are discipline problems to sit in on classes.
* *Teacher urban 7-12* Get the parents into the schools. Let them see what is happening. Let them assist in determining disciplinary measures. Let the parents know that we need them, ditto school boards.
* *Teacher urban 7-12* Hold parents responsible for the actions of their children especially when it relates to paying for wilful damage.

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* *Vice-Principal rural 1-9* Involve the parents when a child has serious discipline problems.

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* *Student urban elementary* Call parents.

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* *Parent urban elementary* Try to find out from parents the cause of the child's misbehavior.
* *Parent urban elementary* Where there appears to be a difficulty have a conference involving the teacher, parents, and student. Follow this up at regular meetings in order to assess progress or lack of progress from all points of view.
* *Parent urban elementary* Contact the parents when (the) child is a discipline problem. Work with parents to establish a rehabilitation program.
* *Parent urban elementary* If a problem arises, the parents and teacher should try first to solve it. If special help is needed, such as (the) strap, it should be by the consent of (the) parents.
* *Parent urban elementary* Early personal contact between teacher, parent, and student when problems occur.
* *Parent urban elementary* The school should inform parents of a behavior problem that a student may have and if parents do not help - special school.
* *Parent urban elementary* More involvement of parents of undisciplined children. Parents should accept a great deal more of the responsibility.
* *Parent urban elementary* Let the student know that he will be disciplined at home as well as at school when and if needed. I believe how and if the child is disciplined at home will reflect on his behavior in school.
* *Parent urban elementary* Make parents aware of discipline problems. Seek their assistance in understanding the child and resolving the problem.
* *Parent rural elementary* Call parents into school and discusss

child's discipline problems.
* *Parent rural elementary* Students must be taught discipline at home and if the student needs discipline at school the teacher must get the backing of the parents.
* *Parent urban 1-9* Contact parents if a discipline problem exists and try to solve it. Then get advice from a counsellor if needed.
* *Parent rural 1-9* Parents' permission and presence should be required whenever a student has to be punished to insure it is done in a professional manner and parents are aware of the misdeed.
* *Parent rural 1-9* Have meetings arranged for parents of problem-causing students and their teacher.
* *Parent rural 1-12* Parents should be notified when the child misbehaves and does not respect public property.
* *Parent rural 1-12* Ask parents' advice on discipline of children before disciplining.

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* *Trustee rural* In cases of recurring discipline problems with some children, their parents should be interviewed - that's where the trouble usually is.
* *Trustee rural* Make it mandatory for parents to attend meetings arranged by mutual consent to discuss discipline problems or hold group therapy sessions.

STANDARDS

4. ESTABLISH HIGH STANDARDS OF ACHIEVEMENT AND ENSURE THAT THEY ARE REACHED

* *Teacher urban elementary* Students should not be automatically pushed on to the next grade if they have serious problems in basic skills.
* *Teacher urban elementary* Get back to basics - reading, writing, and arithmetic (RWA). For severe discipline problems send the child to the parents to deal with.
* *Teacher urban elementary* School should be a work situation. Stress the basic facts.
* *Teacher urban 1-9* (Have) some type of evaluation at the end of grade 9 - Departmentals etc. Failure - the idea of repeating a grade - should be brought back.
* *Teacher rural 1-9* Put more emphasis on academic studies. Since intrinsic motivation is not getting the job done, extrinsic motivation such as external and consequent failure should be reinstated.
* *Teacher rural 1-12* Stop ignoring learning deficiencies by social promotions.
* *Teacher rural 1-12* Raise the passing mark from 40% to 60%.
* *Teacher rural 1-12* Keep the students in school until they have completed their assignments.
* *Teacher rural 7-12* Reinstitute failure as a real possibility if performance is too low.
* *Teacher rural 7-12* Revise the credit system - no credits unless the student passes the course with a specific mark. Then the people who want "only credits" would be less likely to hang around, satisfied with doing only a minimum of work. Encourage them to make better occupational and vocational choices.
* *Teacher rural 7-12* Insure that students are taking close to a full load so that they have got to pay attention in class.
* *Teacher urban 10-12* Demand more from the students in the way of work, but first make sure they know how to do it.
* *Teacher urban 10-12* Expect more of students. Do not lower standards to accomodate irresponsibility.
* *Teacher rural 10-12* Raise standards so that students are forced to improve.

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* *Student urban elementary* A little more hard work.
* *Student urban elementary* Work as hard as they can.
* *Student rural 1-9* By the time grade 8 & 9 comes most kids know if the work they do is going to help them especially if they've done it before. Put some enforcement on homework but not so they resent going to school. Some kids just haven't got the time some nights to do homework especially if it was given the night before.

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* *Parent urban elementary* If children are out of control and disrupt classes, contact S.S. and C.H. Don't pass students due to age and size - they get too confused and fall further behind.

Then they usually act out because they are insecure.
* *Parent rural elementary* Get back to the basics.
* *Parent urban 1-9* Get back to teaching school and school only and leave off the frills and side subjects. Stick to reading, writing, etc.
* *Parent rural 1-9* Undone assignments (for) lessons that children don't understand are ignored.
* *Parent urban 10-12* A good grounding (in the) basics in elementary school on the 3 R's will alleviate problems in high school.

5. MAKE CLEAR TO STUDENTS (AND PARENTS AND ALL AFFECTED PARTIES) THE STANDARDS OF BEHAVIOR EXPECTED.
* *Teacher urban elementary* Insist on the highest possible level of conduct and schoolwork, using whatever measures are necessary to maintain it but don't be unbending.
* *Teacher rural elementary* Make sure students know the rules and limits. Be consistent and fair.
* *Teacher rural 1-9* Set down definite guidelines and expectations for behavior and work toward these objectives. Accent the positive. Use praise, etc.
* *Teacher rural 1-9* Tell the students what the standards of behavior you want and stick to it.
* *Teacher urban 7-9* Clearly defined rules which are enforced consistently.
* *Teacher rural 7-12* Communicate with students, letting them know when behavior is out of line - then tell them what is expected instead.
* *Teacher rural 7-12* Make sure your expectations of the student and let them know what they can expect from you in return.
* *Teacher rural 7-12* Expect high standards of the students (being reasonable of course) and try to work very positively by encouragement and help. Treat high school students as young adults.
* *Teacher rural 7-12* Students at this age are confused about who to follow - they need strict guidelines to follow from teachers and parents. Confusion breeds discipline problems.
* *Teacher urban 10-12* Let teachers and students know where they stand from the beginning.
* *Teacher rural 10-12* Try to keep good permanent teachers. Administrators should make it known to teachers what is expected in regards to discipline.

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* *Principal rural 1-9* Teachers and parents should make sure students realize what is expected of them.

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* *Vice-Principal urban elementary* Bring the students to understand each is responsible for his own actions "If you behave thus - such will be the consequences" - it does not generally need to be the strap. But you have to follow through.
* *Vice-Principal urban 1-9* Make penalties clear.

* *Vice-Principal rural 7-12* Let students know the expectations of the school and each class and work toward these expectations.

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* *Parent urban elementary* Develop strict study habits and make parents aware through written notice exactly what is expected of the child and parent.
* *Parent urban elementary* I think they (teachers and students) should hold discussions in order to see how and why things have to be. It would help them (students) a lot.
* *Parent urban elementary* Explain to children (the need for discipline) and also project to them if their behavior was reversed how they would cope with the situation.
* *Parent rural elementary* Lay down a standard of discipline for all teachers.
* *Parent rural 1-12* (There should be) more clarification of school rules as both students and parents understand them especially when administration changes. (The) present principal has the respect and cooperation of students and parents alike.
* *Parent rural 7-12* Set forth a policy and see that it is enforced.

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* *Superintendent rural* Let students know what is expected of them. Need a positive attitude on the part of the teacher.
* *Superintendent rural* (At) senior levels set reasonable standards of behavior that can be maintained consistently as the expectation of the school.

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* *Central Office urban* Ensure that expectations and guidelines for discipline are well known and understood and are consistently applied.
* *Central Office rural* Provide each student with a copy of written rules and regulations (copy for parents also), using several class periods, if necessary, to teach.

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* *Trustee rural* Set guidelines (after a preliminary draft for reactions) for good school discipline - stand behind those guidelines - inform parents of guidelines together with justification for guidelines.
* *Trustee rural* Explain to students why certain rules are necessary and encourage self-control in following them.
* *Trustee rural* Make sure that students know and understand the reason for the rules and then be fair with them.
* *Trustee rural* Make firm but reasonable rules, see that students clearly understand them, and you may be favorably impressed with the responsibility shown by students.
* *Trustee rural* Set a minimum work-load requirement for all students in high school.

* *Trustee rural* Discipline must be fair, consistent, and understood by parents and students.
* *Trustee rural* Teachers (should) find out what kind of discipline is used at home as some parents do not have any at all. Students should be made aware that discipline is necessary in order to learn and be good citizens with good jobs.

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* *Regional Office* Established better defined standards of achievement so students, parents, and teachers know more specifically what the objectives of the schools are.

6. THE SCHOOL STAFF MUST ALL UNDERSTAND AND ACCEPT THE STANDARDS OF AND PROCEDURES FOR CONTROL OF STUDENT BEHAVIOR
* *Teacher urban elementary* If necessary, have staff conferences in which guidelines are discussed for school discipline and agreement for implementation is reached.
* *Teacher urban elementary* Encourage staff and principal to set discipline rules and guidelines.
* *Teacher urban elementary* The administration should be definite, and around to help with discipline so there is consistency throughout the staff especially for "outside the classroom" discipline eg. halls, yards, assembly, etc. Teachers and students (should) realize what is expected.
* *Teacher rural elementary* Be sure all staff members fully understand all school rules and carry them out and expect the same thing from the children.
* *Teacher rural elementary* Administrators must do everything possible to develop a common philosophy and a spirit of cooperation among staff.
* *Teacher rural elementary* (There should be) consistency on the part of the staff and administrators.
* *Teacher rural 1-9* (Hold a) meeting of all staff to compile a list of offenses, then the proper guidelines to follow. Then each one including the pupils will know what will happen if misbehavior occurs.
* *Teacher rural 1-9* Have a consistent set of rules to be used by all teachers.
* *Teacher rural 1-9* Encourage school staffs to develop a philosophy of discipline and then develop methods consistent with the philosophy.
* *Teacher rural 1-12* Teachers as a group in the school must be consistent in classroom discipline.
* *Teacher rural 7-12* Have rules which lend themselves to consistent application and make certain both staff and students follow them.
* *Teacher rural 7-12* Teachers and administrators must agree as to which behavior is very bad and take a strong stand against it. (Major discipline problems are the cause of problems).
* *Teacher rural 7-12* (There must be) consistent expectations from the majority of the teachers in the school.
* *Teacher rural 7-12* Develop a school policy for student and teacher conduct and insist that it be enforced.

* *Teacher rural 7-12* Make sure discipline is carried out throughout the school right up to the administrators.

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* *Principal rural elementary* (There must be) teacher cooperation and agreement on measures to be taken and applied when rules are broken.

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* *Vice-Principal rural elementary* Insist on consistency by staff of what is considered school discipline; let students know where they stand.

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* *Parent urban 10-12* (There should be) a balanced discipline policy.

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* *Central Office urban* Have staff meetings to discuss guidelines concerning discipline and ensure that decisions are decisions are known to all.
* *Central Office rural* Develop a school spirit from principal down - activities in which everyone participates (eg. a reading period for all, even janitor), staff coordination and unity - if staff is divided no hope for student body - divided we fall!
* *Central Office rural* Set classroom and school standards of conduct and stick with them.
* *Central Office rural* Be sure that teachers react to childrens' misdemeanors in a mature professional manner.

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* *Trustee rural* Why continually attack the students. Let's look at the total school climate - the tone which is set by the staff.

7. ESTABLISH THE MINIMUM REQUIRED NUMBER OF RULES AND REGULATIONS AND ENFORCE THEM
* *Teacher urban elementary* Enforce the minimum number of rules.
* *Teacher urban elementary* Try to keep the number of rules small. Be consisistent in enforcement.
* *Teacher urban elementary* Establish general, common school rules and stick by them. Don't relax!
* *Teacher rural elementary* Whatever rules are made must be adhered to by all in authority.
* *Teacher rural elementary* Expect a certain standard of behavior and conduct (then) why talk about it - get in there and stop it.
* *Teacher rural 1-12* (Have) a well-defined set of rules and regulations that are enforced equally by every teacher.
* *Teacher rural 7-12* Set specific regulations and stick to them.
* *Teacher rural 7-12* Establish a limited list of rules and adhere to them.

* *Teacher urban 10-12* All "rules" should be carefully formulated and enforced.
* *Teacher urban 10-12* Keep rules to a minimum but enforce those rules that staff have agreed upon consistently.

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* *Vice-Principal urban 10-12* Use only a few rules which are important to the smooth functioning of the school community and to the individual's learning environment.

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* *Student rural elementary* Have students act as they should, not like two year old brats.
* *Student rural 1-9* Make sure students do their homework. If they don't make them stay in at noon.
* *Student rural 1-9* Teachers should get a bit rough on the people who think they run the school.
* *Student rural 1-9* Enforce the rules there are and make them stick.
* *Student rural 1-9* Get the teachers to be more strict.
* *Student rural 1-12* Don't let students get away with too many things because they'll always do it.
* *Student rural 1-12* Encourage students to develop self-discipline but do not accept dangerous misbehavior.
* *Student urban 10-12* Enforce rules about littering to keep the school cafeteria and smoking areas clean. This I think would keep up school spirit and discipline.
* *Student urban 10-12* Set the rules of the school by making "freedom" for every individual but still enforcing the law.

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* *Parent urban elementary* Don't place too much emphasis on trivia, discipline where it counts and then make it stick. Too many rules and regulations encourage rebellion.
* *Parent urban elementary* Keep rules to a minimum. Remove all the nit-picking rules. Make sure the rule is necessary for social order.
* *Parent urban elementary* Children need guidelines to develop good standards for later life - discipline and affection go hand in hand.
* *Parent urban elementary* I believe students have to have guidelines to follow not what they think is right.
* *Parent urban elementary* Elementary (school) students need to be led at the beginning of their school career.
* *Parent urban elementary* Teach the teachers to make sure children do as they are told or get in trouble.
* *Parent rural elementary* Children under age 12 need to be told (what) to do and if they do it right and are reinforced for it they appreciate it.
* *Parent rural elementary* Set standards and expect compliance.
* *Parent urban 1-9* They (students) should do just as they are told.
* *Parent rural 1-9* Children should not be allowed to talk back to the teacher.

* *Parent rural 1-9* Teachers should be boss and do as seen fit.
* *Parent rural 1-12* Students should be kept more to school and less running up town. There should be more disciplinary action against those who disrupt classes and fail to get work in on time. Also writing of 500 or 1000 lines isn't very constructive and only teaches the child to scribble. An essay, properly researched, and neatly written would be much more effective.
* *Parent urban 7-9* No talking back. Class speak when spoken to. Teacher control of class.
* *Parent urban 7-9* Don't ever let the students set the rules. Already children have a habit of not respecting their elders.
* *Parent rural 7-12* Make rules and stick to them for all kids and teachers.
* *Parent rural 7-12* If teachers don't have the upper hand and enforce the rules etc. then there is no hope of discipline.

8. IMPRESS ON STUDENTS THE EXPECTATIONS AND REQUIREMENTS OF ADULT LIFE AND THE WORLD OF WORK

* *Teacher rural 1-9* If some way could be found to make these children realize that they must some day earn a living they might work harder but as long as they and their parents know they can get welfare they are not going to work hard.

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* *Principal rural 10-12* Make students aware of the requirements for employment - direct them above and beyond the short three years of high school and encourage decision making.

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* *Student urban 7-9* Change schools so they (students) can choose their occupation and then start from Grade I training for that occupation.
* *Student rural 10-12* (There should be) more training useful to prepare for life after school. Work more on morals.
* *Student rural 10-12* Schoolwork should be more practical and less theory work and the subjects should be pertinent to the job the student wants and his future life.

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* *Parent rural elementary* Instead of making life seem like a little fairy tale to young kids we should help them learn the realities in life and prepare them for it early.
* *Parent rural elementary* Make schoolwork competitive and challenging because we are living in a world of competition.
* *Parent rural 1-9* Instead of options the child with problems should use the extra time getting the basics he needs to get along in the work field when leaving school.
* *Parent rural 10-12* Students must learn at this age to do things and take orders they do not like. As adults today this is what is wrong.

SCHOOL CONDITIONS

9. HAVE A GOOD EXTRACURRICULAR PROGRAM

* *Teacher rural elementary* (Provide) better recreational activities such as more organized sport at recesses.
* *Teacher rural elementary* Involve parents more in extra-curricular activities to improve the cooperation and understanding between home and school.
* *Teacher rural elementary* Try to improve student-teacher rapport through extra curricular activities and try to discipline only the behavior not the student.
* *Teacher urban 1-9* Get students involved in their school through clubs or other extra curricular activities so that they feel they are part of the school.
* *Teacher rural 1-9* Provide extra curricular activies at noon and after school.
* *Teacher urban 7-9* Involve teachers in various student activities.

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* *Principal rural 7-12* Establish positive group activities for students to identify with school and have adult participation in the total community level.
* *Principal rural 7-12* Run a good extra curricular program involving many students and staff.

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* *Student urban elementary* Have things that are fun once in awhile.
* *Student urban elementary* Have special open-air classes and have field trips every day for a week.
* *Student rural elementary* More socials - dances.
* *Student rural elementary* Let students do fun like having popcorn sales and sock hops. Money made should go to (the) Red Cross.
* *Student urban 1-9* Have students come to the school for night dances and shags to raise more money.
* *Student rural 1-9* Get the students something to do. Air hockey.
* *Student rural 1-9* Have a kids day at school once in awhile.
* *Student rural 1-9* Let children have as many school functions as possible - dances.
* *Student rural 1-9* If we have things to do on our leisure time, then we won't have to have such a strong rule on discipline.
* *Student rural 1-12* Should have noon-hour games in the gym or outside.
* *Student urban 7-9* I think there should be more school activities. That's what keeps the schools together, I think.
* *Student rural 10-12* Encourage students to participate in noon activities or after school activities.
* *Student rural 10-12* Make it possible for all students to be involved in something for the school.

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* *Parent rural elementary* (Provide) more breaks from regular school routine (such as) field trips, gym, hobbies, hikes, etc.
* *Parent rural 1-9* Teachers should participate in students' activitites during noon hours and recesses rather than returning to coffee rooms leaving students on their own.
* *Parent rural 1-9* Teachers (should) become involved in some of the extra curricular or sports acitivites that the children want.
* *Parent rural 1-9* Have activities such as sports programs arranged for noon hours so they have less time to think up mischief.
* *Parent rural 1-9* Teachers (should become) more involved in after hours activites with students.
* *Parent rural 1-9* Create the hero image of the teacher by presenting activities of entertainment at certain times.
* *Parent rural 7-12* Have assemblies with good speakers or other entertainment to help students want to achieve maybe four or five a year.

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* *Superintendent rural* Involve the parents and community in school activites.

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* *Trustee rural* Introduce more self-government into student organizations.

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* *Regional Office* Get students more involved in athletics and other extra curricular activities.

10. PROVIDE GOOD GUIDANCE SERVICES
* *Teacher urban elementary* More counselling services for smaller schools in low socio-economic areas.
* *Teacher urban elementary* There should be more, better trained counsellors to work with students and families.
* *Teacher urban elementary* Provide guidance counsellors for children and their parents at school. Have these counsellors give self-development courses to school children and parents.
* *Teacher urban elementary* Give students who have problems counselling.
* *Teacher rural elementary* (Provide) a trained person to work with and counsel the child until the child feels his worth; also to counsel and advise the child's parents and teachers.
* *Teacher rural elementary* Have a counselor give special help to students who cause discipline problems if necessary putting them in special classes or schools.
* *Teacher rural elementary* Have a guidance counselor for elementary schools.
* *Teacher rural 1-9* More counselling with parents, friends, and students to get to the root of the problem.
* *Teacher rural 7-12* Use a guidance counsellor to help some students overcome their "negative" attitude towards school.

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* *Principal rural 1-9* Have guidance counsellors to discuss discipline problems.

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* *Student urban elementary* When someone does something that is wrong they should give them more "help".
* *Student rural 1-12* Use such things as student guidance for discipline measures.
* *Student rural 7-12* (Provide) a guidance counsellor for all schools.
* *Student rural 7-12* We need a guidance counsellor at our school.
* *Student urban 10-12* Find out what each kid really wants to do and plan it through the school years like checking out certain jobs, what to say, how to support yourself, etc.

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* *Parent urban elementary* Elementary schools should have counsellors.
* *Parent rural elementary* Have psychological counselling available for those few students who need it.
* *Parent rural elementary* Make sure to have available guidance counsellors or some advisor of this capacity for students and available for conferring with teachers.
* *Parent rural 1-9* Children with discipline problems should be given guidance training classes at school.
* *Parent rural 1-9* (Have) a school counsellor for discipline problems for each county to be available at certain times at each school.
* *Parent rural 7-12* More counselling time should be available and more counsellors - also teachers should have counselling courses as part of their teacher training.
* *Parent urban 10-12* The student advisory system used at _____school (should) be extended to other schools.

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* *Central Office urban* Good guidance - from all professional personnel - example is important.
* *Central Office urban* Use teacher - student advisory method to supplement counselling service.
* *Central Office urban* Counsellors properly trained in adequate strategies for handling misbehavior.
* *Central Office rural* Nurture a sense of responsibility and self-discipline through the school counselling centres.

11. REDUCE CLASS SIZE AND TEACHER WORKLOAD
* *Teacher urban elementary* Give teachers fewer pupils so that the teacher has time to give enough individual attention so that discipline problems don't develop.
* *Teacher rural elementary* Limit class loads to 20 instead of 28.
* *Teacher rural elementary* Lower student-teacher ratios in the classroom.
* *Teacher urban 1-9* Decrease class size to allow for increased individual attention.

* *Teacher urban 1-9* Size of classes should be kept at a manageable level, NEVER over 30, or even 25.
* *Teacher urban 7-9* Reduce classroom teacher pupil ratio.
* *Teacher urban 7-9* Have smaller classes.
* *Teacher rural 7-12* (Provide) maximum facilities with minimal regard for cost, combining maximum organization and utility. (Reduce) class load - place unreserved priority on education above any other field; do not try to econmize with children's lives.
* *Teacher rural 7-12* Expand the time allowance of home room teachers and grade level coordinators.
* *Teacher urban 10-12* Make it possible that the student wants to come to school. Reduce the number of students per classroom teacher.
* *Teacher urban 10-12* Reduce class size to a maximum of 15. Have teachers teaching something they are qualified and feel competent to teach.

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* *Principal urban elementary* Reduce the teacher's teaching workload to allow for time to meet with parent and child to solve problems.
* *Principal urban 7-9* Limit class size.

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* *Vice-Principal urban 7-9* Limit class size to allow maximum interaction of teacher and student.

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* *Student urban 10-12* The teachers need more help. They are so busy they can't help students who need it. Teachers have too much work to do!

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* *Parent urban elementary* Have fewer than 30 children in one room - more individual attention - know the child.
* *Parent rural elementary* Cut down on the size of classes - but this is almost impossible.
* *Parent rural 1-9* Have smaller classes to facilitate more individual attention to pupils since the taxes we pay should be providing this.
* *Parent urban 7-9* Have smaller classes and more interesting lessons.

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* *Superintendent rural* Reduce class and school enrollments to permit individual relationships to develop (not synonymous with individualized instruction).

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* *Central Office urban* Lower class size so that there is more time to spend with each child.
* *Central Office urban* Give teachers fewer students.
* *Central Office rural* Promoting acceptable student behavior is a much more realistic process given smaller classes and individualized behavior management procedures.

12. PROVIDE ADMINISTRATIVE BACKING AND SUPPORT TO THOSE HANDLING SCHOOL DISCIPLINE

* *Teacher urban elementary* Principal must be willing to discuss problems with teacher and offer advice.
* *Teacher urban 7-9* School boards must give more support to the personnel in the schools in the matter of discipline.
* *Teacher rural 7-12* The principal (should) let students know that he supports the teacher if students are creating a problem.
* *Teacher urban 10-12* Administrators should support teachers in enforcing discipline!

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* *Student rural 10-12* Make (the) school board support teacher wishes, not their own.

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* *Central Office urban* School boards and administrators must give more backing and support to teachers in handling discipline cases.
* *Central Office rural* Persuade school committees and boards to back teacher and school efforts.

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* *Trustee rural* Board and principals back their teachers in disciplining pupils.
* *Trustee rural* Let school committee members try to help on the local level.

UNDERSTAND AND ACCEPT STUDENTS

13. ENCOURAGE THE DEVELOPMENT OF RAPPORT, EMPATHY, GOOD PERSONAL RELATIONSHIPS BETWEEN TEACHERS AND STUDENTS

* *Teacher urban elementary* Let each of your pupils know that you are personally interested in him and that you expect him to do as well as he can.
* *Teacher rural elementary* Teachers (should) try harder to understand the problems of the students.
* *Teacher rural elementary* Get to know the students - not just your own class, but do not play the "buddy" part.
* *Teacher rural elementary* Trust the children.
* *Teacher rural 1-9* Have teachers try to reason more with students rather than "writing them off".
* *Teacher ruarl 1-9* Become more of a friend to students thereby allowing them to come to a teacher with other problems.
* *Teacher rural 1-9* Teachers must be prepared to show empathy to students and give of him/her self. If the student feels their teacher really cares about him they achieve much more.
* *Teacher rural 1-9* Make a special effort to make each student feel worthwhile, needed, loved, and important.
* *Teacher rural 1-9* You need to love children or don't teach.
* *Teacher urban 10-12* (Develop) closer student-teacher relationships and an administrative structure which encourages such relationships as at (our school).
* *Teacher urban 10-12* Have teacher advisors so that they have some one person interested in their specific educational growth both academically, physically, and spiritually.

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* *Principal urban elementary* Encourage the development of empathy - good personal relationships - rapport - between teachers and students.
* *Principal rural 7-12* Encourage the development of good personal relationships between teachers and students.

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* *Vice-Principal rural 1-12* Rapport with respect should be strived for.

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* *Student urban elementary* Don't ignore the kids all the time.
* *Student urban elementary* If a student has something on his mind and can't concentrate on his work the teacher should ask them what is bothering them and then they will feel better.
* *Student urban 1-9* Have teachers which are able to understand the teenagers (or) younger generation.
* *Student rural 1-9* The teacher shall be good and help them with work.
* *Student rural 1-9* The teacher shall be good to the children and

help them with work.
* *Student rural 1-9* To get teachers that at least care and help students that are having problems.
* *Student rural 1-9* Let the students and teachers talk over their problems without any straps, detentions, or lines.
* *Student rural 1-12* Have teachers keep discipline by understanding, letting students make some rules, and make learning fun - but not forget it is learning.
* *Student rural 1-12* Make students feel more open and relaxed around teachers by having the teachers show their feelings at times.
* *Student rural 1-12* Let the teachers and children get to know each other so if there is a discipline problem they will know how to handle the case.
* *Student urban 10-12* In order for students to try and really get into something of their intersts there must be some encouragement and communication between teacher and student.
* *Student urban 10-12* More understanding teachers and a better teacher-student-parent relationship.
* *Student urban 10-12* Allow teachers to take part in classroom activities - TPA - Teacher Participation Act. This encourages the students and strengthens the teacher-student relationship.
* *Student urban 10-12* Hire teachers who understand "students" and (who) can get along with them.

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* *Parent urban elementary* Make the children feel that they are wanted and loved and that the learning process and discipline are (for) their own benefit.
* *Parent urban elementary* Let teachers and students get along together in schools, so there will be better school discipline in schools.
* *Parent urban elementary* Ideas - what a child has to say and appreciate their thinking.
* *Parent rural elementary* Encourage the students to realize a teacher's position and vice-versa.
* *Parent rural elementary* For some children misbehavior is a way of getting (the) attention they require. The teacher should make them feel needed - even a tiny favor from the child.
* *Parent rural elementary* In some schools some teachers do not give the child a chance to explain his behavior.
* *Parent urban 1-9* Have more student-teacher relationships.
* *Parent rural 1-12* (Have) more communication and interaction between teachers and students.
* *Parent rural 7-12* The student should feel free to go to the teacher and talk over either personal or academic problems.
* *Parent rural 10-12* Teachers have to change with the times - try to help and understand problem students and all students - keep a sense of humor.

14. RESPECT STUDENTS AS PERSONS
* *Teacher urban elementary* Always remember students are human beings.

* *Teacher rural elementary* Treat students as responsible citizens working together for a common goal. Students tend to mirror the teacher's expectations of them.
* *Teacher rural elementary* Remember to treat the students as "human beings".
* *Teacher urban 1-9* Develop mutual respect between student and teachers.
* *Teacher rural 7-12* Show the same respect for your students as you would have them show you. Set your standards (not too high) and be consistent.
* *Teacher urban 10-12* A greater understanding and concern for students must be given. This requires time and training.
* *Teacher urban 10-12* Give students more credit for being responsible and respect them. Reward and reinforce responsible behavior.

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* *Principal urban elementary* Remember that students are people and need a positive self-image. If we work at this image many discipline problems disappear.

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* *Vice-Principal rural elementary* Be fair. Students appreciate being thought of as people - individuals - too.

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* *Student urban elementary* Teachers shouldn't make fun of students when they make a silly mistake because kids begin to hate her.
* *Student urban elementary* Teachers don't make fun of students when (a) mistake is made.
* *Student rural 1-9* The teachers should accept and treat their students as equals.
* *Student rural 1-12* Treat high school students like adults should be (treated?).
* *Student rural 10-12* Allow students the same rights as an adult.
* *Student rural 10-12* Somehow get students and teachers to respect each other as people.

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* *Parent urban elementary* I thik that teachers should be trained in methods that effectively value the student as a person with individual needs (for example, Dreikus? Psychology in the Classroom).
* *Parent urban elementary* Teachers (should) respect the individuality of the child. Some teachers are excellent. Some are dictatorial - mid-Victorian attitude.
* *Parent urban elementary* The development of the student's self-esteem would eliminate many discipline problems.
* *Parent rural 1-9* Listen to the students. Give them a chance to explain.

* *Parent rural 1-9* Students may assist the teacher in making rules but should be respected by (the teacher) also.
* *Parent rural 1-12* If you expect junior and high school students to act like adults, treat them as such.
* *Parent rural 1-12* Teachers like parents must have respect of their students - some teachers don't deserve it and as a result don't get it.
* *Parent rural 1-12* Teachers showing respect to all students equally and students to teachers likewise.

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* *Superintendent rural* Modify the program whereby students can achieve and develop a positive self-concept and self-worth.

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* *Central Office urban* Students are not "kids". They're people! Sometimes they're more mature than the teacher. As students accept the responsibility for their behavior, give them more freedom. Encourage them to develop self-discipline.
* *Central Office urban* Emphasize the good and the bad will die out. The child's own image must be good and be encouraged to be better.
* *Central Office rural* What may be called lack of discipline is really impersonality - large schools are the biggest problem.

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* *Trustee rural* I believe that respect for ourselves and others is the key to discipline and every effort should be made to develop it.
* *Trustee rural* Teach students respect for themselves. Never ridicule children, especially in front of others. Teach them self-worth.

MORAL AND VALUES

15. STRESS CHARACTER DEVELOPMENT - MORALS AND VALUES

* *Teacher urban elementary* (Encourage) respect for excellence, property, order, and authority.
* *Teacher urban elementary* Try to build and foster a genuine respect in the children for their teachers and (for the) staff of the school.
* *Teacher urban elementary* Find some way to encourage young people to take pride in work and to work for a purpose.
* *Teacher rural elementary* Get off this individual human rights bandwagon and back to right or wrong for harmony in society.
* *Teacher urban 1-9* Point out to children the importance of school and try to explain to them why there must be discipline.
* *Teacher rural 1-9* Try to help every student see he or she is responsible for his or her own actions.
* *Teacher rural 1-12* Encourage respect at home, at school, and in the community.
* *Teacher rural 1-12* Teach students at all levels to re-examine their values to have more respect for themselves and others.
* *Teacher rural 1-12* Help ~~new~~ teachers to see that students do not necessarily like you because you let them do as they please. Teachers have a responsiblity to build character. Set up your rules. Tell the students what you expect. Follow through immediately on the first misbehavior. This does not necessarily mean use the strap - overuse discredits anything - use good sense. Teachers (should) support the principal and vice-versa.
* *Teacher urban 10-12* Develop an environment in which the student recognizes his responsibility for his own education and for helping in the educational process of others.
* *Teacher urban 10-12* Encourage students to be responsible for their actions and answer to it if they are not.

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* *Student urban elementary* Keep to the main rules and what's right not wrong.
* *Student rural 1-9* Work discipline into one of the subjects showing the students how important it is.
* *Student rural 1-9* Help teachers and students understand why discipline is necessary.
* *Student rural 1-9* My suggestion is to have manners at all times.
* *Student rural 1-12* Somehow indoctrinate self-discipline in students so they use their own initiative to do their work.
* *Student rural 1-12* Teachers should try to explain more about how they could stop problems of discipline.
* *Student urban 10-12* (Develop) an air of respect between all students and teachers alike.
* *Student urban 10-12* Help the student to understand why discipline is good for them.

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* *Parent urban elementary* Include some basic ethics concepts in

Religion or Social Studies and show in practical ways how values are important to life.
* *Parent rural 1-9* Help students to take more responsiblity for their own actions and thoughts.
* *Parent rural 1-9* Learn to respect even teachers.
* *Parent rural 1-9* Adjust schoolwork programs to include practical on-the-job and on-the-street conduct and attitudes.
* *Parent rural 1-12* Teach school children to be more friendly to newcomers and to accept people as they are - no snobs!
* *Parent rural 1-12* Have a period in the curriculum where character, respect and fairness is taught for credit.
* *Parent rural 1-12* Treat students fairly but make them realize that teachers must be respected and they are boss at all times.
* *Parent urban 7-9* Encourage students to develop self-discipline.
* *Parent rural 7-12* Encourage students to accept responsibility as individuals by allowing self-discipline but paying consequences when abused.
* *Parent rural 7-12* Have special classes to teach children manners and moral values.
* *Parent urban 10-12* While recognizing the right of students to dissent and allowing them the right of free discussion, try to inculcate principals and attitudes related to personal responsiblity and their obligation to respect the rights of others. This could be done in religion class and requires patience and confidence in (the teacher's) own values.
* *Parent urban 10-12* Responsibility - teacher and students!
* *Parent rural 10-12* I would like to see more emphasis on basic morals and obligations as part of the school curriculum.

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* *Central Office urban* Develop in the school a sense of community, belonging, and sharing.
* *Central Office urban* Help students focus on their behavior, goals and alternatives.
* *Central Office urban* Promote education priorities related to (developing) 1) self-esteem 2) responsible behavior.
* *Central Office urban* Create an atmosphere which encourages the development of self-reliance and self-discipline.
* *Central Office rural* Both home and school emphasize the respect for all persons and all property.

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* *Trustee rural* Teach values that have stood the test of time.
* *Trustee rural* Establish small group sessions say one teacher to twenty students to discuss ethics and apply ideas to real situations. Increase mutual respect.
* *Trustee rural* Teach a child to respect him or herself, thence to develop a conscience. There is no greater discipline.
* *Trustee rural* Put more emphasis on the teaching and moulding of character, morality, and patriotism.
* *Trustee rural* Appeal to their (students') sense of justice. No one has the right to jeopardize the rights and privileges of others.

* *Trustee rural* Teach and encourage a greater respect for the rights of other students and staff.
* *Trustee rural* Students must be taught how to develop self-discipline. That must be done in all subjects not as an extra item beyond the course of study.
* *Trustee rural* Advise or teach students to help young children and less fortunate ones.

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* *Regional Office* More emphasis on responsibility of each one - changing values.
* *Regional Office* Encourage self-discipline.
* *Regional Office* Have you thought of including Christian education - there was more of that around when school discipline was not a problem. You show your ignorance by not even asking the question.

16. ENCOURAGE TEACHERS TO BEHAVE SO THAT THEY SET A GOOD MODEL OR EXAMPLE TO STUDENTS
* *Teacher urban elementary* As a teacher, be kind, understanding, and firm.
* *Teacher rural 1-9* Teachers should let students see that they (the teachers) enjoy their work and always be a good example to them (the students).

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* *Student urban elementary* If teachers have coffee, let students have drink of their own.
* *Student urban elementary* Let kids have their own beverages in school because teachers drink coffee.

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* *Parent urban elementary* Make sure (that) students respect teachers, which means that teachers must earn that respect by proper dress, attitudes, etc.
* *Parent urban elementary* Teachers should be good examples for children and emphasize it whenever possible.
* *Parent rural elementary* In elementary school the discipline problem lies in the teacher not students. Respect should be earned not given and most students have respect for teachers until they lose it.
* *Parent rural elementary* Provide an example for students to follow and expect good conduct from them.
* *Parent rural 1-12* Set the example for the standard of discipline that is to be required in the classroom.
* *Parent rural 7-12* Encourage and exalt the well-discipline student. Discourage and denounce all undisciplined behavior. How can we get rid of drinking and smoking in school when teachers are allowed to do these things at school?

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* *Superintendent rural* Encourage self-discipline, emphasize mutual tolerance and respect of individual rights. Teachers become leaders of children through example -- patient and understanding, firm and fair.

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* *Central Office urban* Let teachers be models of the discipline required.
* *Central Office urban* More trust and less authoritarianism.

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* *Trustee rural* Young teachers need to understand the individual child in applying discipline. Teachers should set an example.
* *Trustee rural* Good, hearty leadership (is needed). (Exhibit) kindness, truth, and be sincere.

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* *Regional Office* In some cases, teachers need to set a more exemplary example of professionalism eg. prepare, arrive in class before students, etc.
* *Regional Office* Encourage teachers to adopt a less condiscending stance towards pupils.
* *Regional Office* Treat children and students with respect and human dignity.

GOOD TEACHING

17. RECOGNIZE AND ACCEPT INDIVIDUAL DIFFERENCES AND INDIVIDUALIZE PROCEDURES BOTH FOR DISCIPLINE AND INSTRUCTION

* *Teacher rural elementary* Try to find out why certain students seem to be discipline problems, then see what can be done about that particular person to help (him or her) to be a better student.
* *Teacher urban 1-9* More individualized programs should be developed so that students can progress step by step and not have to struggle to keep up with others.
* *Teacher urban 1-9* Ensure that students have enough work to do and that it is suited to their interests and abilities.
* *Teacher rural 7-12* Look at each student as an individual and decide what method will work most successfully with him or her specifically.
* *Teacher urban 10-12* Encourage more individualization of instruction in a non-structured class set-up.
* *Teacher urban 10-12* Train and encourage teachers to operate on a more individualized basis like in our schools with the teacher advisor role.
* *Teacher rural 10-12* Individualize instruction, rearranging semester blocks.

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* *Vice-Principal urban 10-12* Individualize the school (program) and implement a "teacher advisor" program with all its implications.
* *Vice-Principal urban 10-12* Change the (administrative) structure so that students can learn individually at their own best rate.

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* *Student rural 1-9* Have individualized reading in all schools just like workbooks.
* *Student rural 1-9* Adults should try to understand that all children are different but in many ways the same. Kids should be restrained in some things but not in all.
* *Student rural 1-12* Some children do things on compulsion and this should be taken into consideration in punishment. Also, what kind of a child is he, what kind of record has he, good or bad reputation, should be thought of. Students should be able to voice their opinions on punishment and discipline though not necessarily put into full effect.
* *Student urban 7-9* Get teachers to help weaker students in subjects instead of the teacher spending all the time with the smarter ones.

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* *Parent urban elementary* Children are not alike. Treat everyone

as an individual.
* *Parent urban elementary* (Provide) more teacher-student guiding to help understand what is being taught.
* *Parent urban elementary* More freedom and self-development time to those that appreciate and use it, and more discipline to those that don't. A reward system other than or besides a good report card.
* *Parent rural elementary* Try to teach each child as an individual and discipline as such, which means a technique that helps with one child may not with another.
* *Parent rural 1-9* All children are gifted in certain things. They should be allowed and encouraged to explore and study their gift.
* *Parent rural 1-9* This (discipline) all depends on the individual and how he or she was brought up.

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* *Central Office urban* Treat students as individuals.
* *Central Office rural* Individualize instruction and make tasks relevant.

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* *Trustee rural* Change has to be brought about in classroom practice recognizing the fact that in a classroom there exists 25 different kinds of intelligence.

18. MAKE LEARNING INTERESTING AND EXCITING - GOOD TEACHING
* *Teacher urban elementary* Strive for some degree of consistency with flexibility. Convey to teachers the relationship between preparedness and class discipline.
* *Teacher rural elementary* Don't give students a lot of free time but have specific projects they can work at in free time.
* *Teacher rural elementary* Have a well organized and well-planned lesson so that all students know exactly what to do and what they can do when their work is completed.
* *Teacher rural elementary* Make your (school) work relevant to students' lives.
* *Teacher rural 7-9* Simplify subject content and use means which enable pupils to be successful and experience continuous progress.

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* *Principal urban elementary* The teacher must be well-organized on entering the classroom. The time of the day or class is set in those first few minutes.

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* *Student urban elementary* The teachers (should) help students to work better.
* *Student urban elementary* Do group work.

* *Student urban elementary* The teacher (should) talk and explain what we talk about in school instead of reading out of a book.
* *Student urban elementary* Let (students) give ideas to teachers and study things that are interesting.
* *Student urban elementary* Perhaps make school interesting and .....because we find school is boring.
* *Student rural elementary* Would like teachers more interesting and like our teacher is.
* *Student rural elementary* Have more tours in subjects - go to factories, museums, and other interesting places.
* *Student rural elementary* Have more teachers explain the subjects more clearer (and) make sure you understand.
* *Student rural 1-9* Explain things as well as you can, and help.
* *Student rural 1-9* The teachers should explain the work to the students and don't tell them to do it on their own. If students can't do anything, why do teachers go ahead and do it.
* *Student rural 1-9* Teachers pay more attention to their class.
* *Student rural 1-12* Teachers should explain what (they are) teaching more thoroughly.
* *Student rural 1-12* Bring in new and more interesting teaching methods.
* *Student rural 1-12* It should deal with the individual who has done something wrong, not the student body. Perhaps if school was more interesting, students would feel less compelled to do what they do.
* *Student rural 1-12* Make schoolwork, including homework, in a sort of game, a challenge.
* *Student rural 1-12* Explain every detail of schoolwork so students will learn more about the subject.
* *Student rural 1-12* Make schoolwork more interesting.
* *Student urban 7-9* Make schoolwork "interesting" and no "homework".
* *Student urban 7-12* Make the subjects more fun and helpful to us.
* *Student urban 7-12* Make social studies better or even let us drop social studies.
* *Student rural 7-12* Acknowledge the fact that students only learn what they want to.
* *Student rural 7-12* Have more freedom in classes. The school is too dry.

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* *Parent rural 1-9* Make the school more interesting for students so they won't quit or have discipline problems.
* *Parent rural 1-12* Make schoolwork more interesting but the teacher must follow what is set out in the curriculum.
* *Parent rural 7-12* Train and get teachers who can inspire and enthuse students with better courses that are meaningful. (There is) no problem with students who are interested.

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* *Superintendent rural* Provide students with meaninful work and generous levels of success.

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* *Central Office urban* Involvement and committment!
* *Central Office urban* Interesting, well-structured lessons. Respect for students. Understanding of teen behavior and problems. Primarily good teaching.
* *Central Office urban* Show students in your classes that you truly care about them as individuals by providing well-prepared, interesting lessons and expecting a great deal from each student in return.
* *Central Office urban* Some discipline (problems) may be due to inadequate procedures and preparation for teaching. Unruliness breaks the monotony.

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* *Trustee rural* Interest in your subject, interest in your pupils, more drill in basics of 3 R's.
* *Trustee rural* Teaching must be more creative and grading more helpful so the student knows what to work on, with the aid of the teacher.
* *Trustee rural* Encourage teachers to utilize visual aids and to present the courses in an interesting way.

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* *Regional Office* Make school a good place ..... students should be excited about learning.

HOW TO DO IT

19. USE CONSISTENT, IMPARTIAL, FAIR PROCEDURES FOR CONTROL OF STUDENT BEHAVIOR

* *Teacher urban elementary* Be fair to each student.
* *Teacher urban elementary* Be consistent. Whatever the punishment may be, be sure you follow through with it.
* *Teacher rural elementary* Give students as much freedom as they can handle. Be consistent in school rules and punishment for breaking them.
* *Teacher rural elementary* Act firmly and quickly to meet potential problems and while acting fairly, be pragmatic in your thinking while perhaps overly demonstrative in approach.
* *Teacher urban 1-9* (Secure) uniformity among teachers.
* *Teacher rural 1-12* Be firm and consistent at all times, making no exceptions among students because of family, color, nationality, etc.
* *Teacher rural 1-12* Enforce rules equally for all students.
* *Teacher urban 7-9* A reasonable, consistent school policy re discipline. Consistency in dealing with discipline problems.
* *Teacher rural 7-12* Be consistent at all times.
* *Teacher rural 7-12* If rules are set for school use have the staff follow the guidelines consistently. Consistency is important.
* *Teacher rural 7-12* Be insistent about adherence to rules and be fair and consistent.
* *Teacher rural 7-12* Be firm and fair. Remain cool. (Administer) a few good spankings when the child is young.
* *Teacher rural 7-12* Have a consistent policy. Let students know this policy and have students enforce this policy.
* *Teacher urban 10-12* All administrators (should) deal with discipline problems in the same way.
* *Teacher urban 10-12* Be fair in your treatment of all students, good or bad.

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* *Vice-Principal urban 7-9* Develop consistency within the school and within the system.

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* *Student urban elementary* Don't favor students of your liking and if you do don't forget that they must have discipline too.
* *Student urban elementary* Talk to the people who are having disciplinary problems reasonably. Don't keep nagging and nagging like some teachers do.
* *Student urban elementary* Don't pick on one person even if they aren't doing anything.
* *Student urban elementary* Use fair approaches to giving privileges such as drawing names out of a hat.
* *Student urban 1-9* The kids not to be bossed around and to be treated equal.
* *Student rural 1-9* Let students tell their side of the story when in trouble.

* *Student urban 7-9* Teachers shouldn't favor as much as they do.

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* *Parent urban elementary* Make sure the teachers treat all the children equal in discipline and show no favorites.
* *Parent urban elementary* Get fair, good discipline back into the school if we wish to keep our good teachers.
* *Parent urban elementary* Encourage teachers to be consistent with each other in discipline.
* *Parent rural elementary* Parents should be notified immediately.
* *Parent rural 1-9* "Letting a child down" causes misconduct (as does) favoring one child and (so) displeasing others. Encourage and (don't) discourage.
* *Parent rural 1-9* Be fair.
* *Parent rural 1-12* Whatever method of discipline is decided on, it must be consistent, immediate, fair, and predictable.

20. USE THE STRAP IS NECESSARY
* *Teacher rural elementary* To treat the children as a kind and judicious parent would and use the strap if necessary.
* *Teacher rural elementary* Encourage self discipline. Children should know that the strap is there if it needs to be used. It should be a deterrent only.
* *Teacher urban 1-9* Teachers, not only principals or administrators - must be allowed to use the strap since they are in contact with students most of the time.
* *Teacher rural 7-12* Allow in-classroom strapping.
* *Teacher rural 7-12* Use expulsion or failure as a lever (not strapping).

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* *Principal rural elementary* Treat children as a kind and judicious parent would and use the strap if necessary.

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* *Student urban elementary* Give students four chances before getting the strap.
* *Student urban elementary* The strap should not be used.
* *Student urban elementary* No strap. Phone parents and let the parents deal with them.
* *Student rural elementary* If you use the strap the children will behave better and sort of scare the children.
* *Student rural elementary* The strap dosen't always work. If discipline is very bad, try help by talking to them (students).
* *Student rural 1-9* Teachers shouldn't use (the) strap unnecessarily.
* *Student rural 1-9* Stop punishment and stop giving the strap.
* *Student rural 1-9* The strap doesn't do much good so why not make them stay in at noon and do extra work.
* *Student rural 1-9* It (school discipline) should be less lenient, teachers should be more understanding, (the) strap should be used.

* *Student rural 1-9* Let the kids have more freedom but if they do something really bad then use the strap etc.
* *Student rural 1-12* The principal (should be) the only one in charge of hitting or strapping students.
* *Student rural 7-12* By not using the strap and start talking and finding out the gap because people who get the strap get madder inside.
* *Student rural 7-12* Have misbehaving students go to the office and explain, discuss, and reason with the principal and vice versa. If that doesn't work, the strap.
* *Student rural 7-12* If there is any strapping to be done, the principal should do it.

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* *Parent urban elementary* If necessary the strap should be used.
* *Parent urban elementary* Punishment should be extra homework, taking them off a team, volley ball, floor hockey, etc. (The) use of (the) strap only in extreme cases.
* *Parent urban elementary* If the strap has to be used we are capable enough of doing so.
* *Parent rural elementary* Outwit the student - cause the class to laugh at them rather than with them. Use the strap only in extreme cases with special disciplinary problems.
* *Parent rural elementary* Try to understand the child and find out why he is a discipline problem and try to help. If understanding fails then harsh measures are in order, even the strap. Consult with parents as well.
* *Parent rural 1-9* Teachers should not threaten children to use the strap unnecessarily.
* *Parent rural 1-12* Give the teacher or principal more authority to apply discipline even using the strap.
* *Parent rural 7-12* There is an old saying: "Spare the rod and spoil the child".

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* *Central Office rural* Parental involvement should be encouraged and use of the strap should be reinstated where necessary.
* *Central Office rural* Use the strap.

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* *Trustee rural* Keep the strap on the desk and use it occasionally.

GET RID OF CAUSES

21. GET RID OF STUDENTS WHOSE BEHAVIOR IS PRESISTENTLY DISRUPTIVE

* *Teacher urban elementary* Utilize temporary suspension from school pending improvement of behavior, attitude, effort, etc.
* *Teacher urban elementary* Attending school should be a privilege. A child that consistently disrupts the class should be expelled and reinstated only if he and his parents are responsible for his actions in future.
* *Teacher urban elementary* From the Junior High School level up students who cause discipline problems should be expelled or suspended immediately and the parents should confer with the school as to what the next step should be.
* *Teacher urban 1-9* Remove students who make it impossible for other students to learn.
* *Teacher rural 1-9* Allow school staff and classroom teachers more authority in punishing and expelling bad cases on their own.
* *Teacher urban 7-9* When a student is expelled, make it for a whole year. He should not be allowed to be put in another school in the system as we do today.
* *Teacher rural 7-12* Only a very small percent are discipline (problems) who spoil it for the rest. If a few were expelled, the others would come round to behave. Everything depends on the caliber of the student, his homelife, training, home expectations, wish to be involved, goal expectations.
* *Teacher rural 7-12* Every school has a certain minimum number of students who are nothing more than disruptive forces. These students have no desire to learn or be productive in class. Instead of tolerating them they should be cut off from the system.
* *Teacher rural 7-12* Make sure students do schoolwork properly and on time or face expulsion after a probationary period and counselling.

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* *Student rural 7-12* If the kid can't behave himself, kick him out.
* *Student urban 10-12* The people who are not working and don't seem to be making any progress now and in the future should be transferred.

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* *Parent urban elementary* Students who constantly create problems should be suspended and not allowed to return until they conform to the rules.
* *Parent rural elementary* In my opinion any student causing a disturbance should be simply removed from the classroom.
* *Parent rural 1-9* If discipline problems persist, expel (the) student temporarily.
* *Parent rural 1-9* Do whatever is necessary or use whatever measures are necessary -- barring the strap. I favor expelling.
* *Parent rural 1-9* (A) student should be taken out of class if he is only a distraction.
* *Parent rural 1-9* Students using drugs (should) be expelled. No smoking in school.

* *Parent rural 1-12* Use expulsion in cases of habitual offenders.
* *Parent rural 1-12* Stick to school rules eg. if (a) student disobeys rules repeatedly keep him out of school for one year.
* *Parent rural 7-12* Discipline or expel the student responsible for problems or vandalism, not the class as a unit.
* *Parent rural 7-12* Students who misbehave and continually cause problems should not be allowed to disturb the whole school and other well-behaved students.

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22. GET RID OF TEACHERS WHO CAN'T PERFORM AS THEY SHOULD
* *Principal rural 1-9* Do not retain teachers who have difficulty relating to students.

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* *Student rural 1-9* Get rid of teachers students don't like.
* *Student rural 1-9* Make sure the teachers are efficient.
* *Student rural 1-12* Do not let teachers over 45 teach.
* *Student rural 1-12* Get rid of the principal. He's too rough on all the kids, even elementary kids.

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* *Parent urban elementary* I know it sounds funny but it's not. GET RID OF THOSE TEACHERS THAT AREN'T REALLY INTERESTED IN SCHOOL - it is just a job - OR IN KIDS.
* *Parent urban elementary* Incompetent teachers should be fired just like incompetent people in any other job.
* *Parent rural elementary* Make sure that teachers who teach are job credited rather then salary credited and honestly want to teach.
* *Parent urban 1-9* Clamp down on all teachers who aren't doing their job right.
* *Parent rural 1-9* If any teachers continually have problems disciplining and controlling students they should look for (an) alternate vocation.
* *Parent rural 1-9* Have the A.T.A. encourage teachers with disciplinary problems to seek out other lines of work.
* *Parent rural 1-9* Fire teachers and administrators that undermine our values and institutions.
* *Parent rural 1-12* More supervision over teachers who have obvious difficulties.
* *Parent rural 1-12* Discipline should begin with the staff. Too many teachers don't really care. As long as the pay cheque comes they are happy. (The) principal should have better control of the staff. School systems are too lenient.
* *Parent urban 7-9* (Have) a three year probation of teachers experienced or not. After three years either in or out. Everyone cannot make teachers the same as any profession. A lot show that they are not teachers.

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* *Regional Office* Weed out incompetent teachers.

23. FROM JUNIOR HIGH SCHOOL AND BEYOND LET ANY STUDENT WHO WANTS TO QUIT SCHOOL DO SO
* *Teacher urban 1-9* Dismiss grades 7 and 8 as mandatory attendance years - offer only non-academic classes - allow streaming to grade 9 if possible.
* *Teacher urban 1-9* Lower school leaving age to 14 or 15.
* *Teacher urban 7-12* After Junior High School, let any student who wants to quit school do so.
* *Teacher rural 7-12* Remove compulsory attendance regulations. After grade 8 or 9, and until society provides real alternatives to adulthood, students should be encouraged to stay out if they are known "discipline" problems. After Grade 9, let any student who wants to quit, if he has problems do so.
* *Teacher rural 7-12* Lower school leaving age to 14.
* *Teacher rural 7-12* After Junior High School, let any student of any age who wants to quit school do so, or provide a special school for him.
* *Teacher urban 10-12* After Junior High School let any student quit.

REMEDIATION

24. PROVIDE A PROGRAM OF INSERVICE EDUCATION (SPECIAL CONFERENCES AND/ OR COURSES) FOR SCHOOL PERSONNEL WHO ARE EXPERIENCING DIFFICULTIES WITH DISCIPLINE

* *Teacher rural elementary* Give teachers training in inter-personal relationships to help overcome the traditional role of judge, jury, and hangman.
* *Teacher urban 1-9* (Hold) conferences of teachers to determine policy and to air opinions.
* *Teacher urban 1-9* (Hold) school inservices to expose staff as a whole to new ideas (in student control measures).
* *Teacher urban 7-9* Schools with discipline problems should get special help for the administrators to see why good leadership is lacking.
* *Teacher rural 7-12* Assist administrators to show leadership - and give them training to deal effectively with problems.

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* *Parent urban elementary* (Provide) school conferences, group sessions, assistance. If unable to cope then perhaps should not be a teacher.

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* *Superintendent rural* Provide specific inservice instruction to all teachers on behavior control methods and models.
* *Superintendent rural* Work with all teachers to modify their attitudes toward children and improve their communication (inter-personal) skills.

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* *Central Office urban* An ongoing system and school program, developmental, facilitating the continuous professional growth of teachers.
* *Central Office urban* Educate administrators in interpersonal skill training, in human dynamics, in personal growth training.
* *Central Office urban* Central administration support in discipline and inservice courses for principals in school discipline.
* *Central Office urban* Inservice the staff where needed and requested.
* *Central Office urban* Give special help to principals.
* *Central Office urban* Continuous education of administrators and their leadership.
* *Central Office urban* (Provide) better knowledge of child psychology and student behavior. Provide students with imaginative and practical activites that are relevant.

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* *Regional Office* Provide special courses or conferences for Principals who are experiencing difficulties with discipline.

* *Regional Office* Provide special courses or conferences for Teachers who are experiencing difficulties with discipline.
* *Regional Office* Convene a study/investigation to study and recommend improvement and include a healthy representation of students, staff, and parents.
* *Regional Office* Conduct inservice on effective human relations skills.
* *Regional Office* Teacher effectiveness training and other specific teaching strategies.

25. HELP PARENTS TO BE BETTER PARENTS
* *Teacher urban elementary* Provide "better parenting" seminars to help parents.
* *Teacher urban elementary* Transfer the problem from the school to the home and (provide) advice and family counselling.
* *Teacher urban 1-12* The only prerequisite for parenthood is fertility. Many (parents) have little idea how to help children become responsible mature adults. (There should be) courses on child rearing for parents.

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* *Principal urban elementary* Require parents spend a minimum of five hours per week in a one to one relationship with each of their children.

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* *Vice-Principal urban elementary* Strengthen the home as number one in the child's life.

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* *Parent urban elementary* Help parents to accept discipline problems of their children and to seek proper help and advice to cure.
* *Parent urban elementary* Give special help to parents who do not know how to discipline their own children.
* *Parent rural 1-9* If a child has not had the training at home you have a most difficult task by the time they reach school. Train the parents.
* *Parent rural 1-9* Teach children respect starting in grade 1. Maybe there should be programs for parents of problem children.
* *Parent rural 7-12* Teach parents what good discipline means.

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* *Superintendent rural* Hold conferences for parents and prospective parents regarding child discipline.
* *Superintendent rural* Give special help to parents of children who are having discipline problems, such as special conferences, workshops, group sessions.

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* *Central Office urban* Set up workshops for parents ..... far too many parents have a false idea of what discipline means at home,

at school, etc.
* *Central Office urban* Parent education (adult education).
* *Central Office urban* Study groups to help parents develop better means of coping.

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* *Trustee rural* Parents should be encouraged to have good discipline at home.
* *Trustee rural* Help to educate or simply make aware to the parents just what is expected of their child when it comes to discipline.
* *Trustee rural* Have workshops for parents to learn better ways of parenting. Prepare teenagers for the job of parenthood.
* *Trustee rural* Make parents aware that they are expected to exercise their responsibilities in seeing that their children go to school in the right frame of mind ie. willing to learn, respectful and courteous to both teachers and peers.

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* *Regional Office* Encourage increased adult registration in public school courses as an alternative to upgrading.

SELECTION AND PREPARATION OF TEACHERS

26. IN THE PREPARATION OF TEACHERS SELECT CANDIDATES WITH THE REQUISITE PERSONALITY CHARACTERISTICS FOR A GOOD TEACHER

* *Teacher urban elementary* Use screening in the School of Education, high salaries, and other inducements to get the best teachers.
* *Teacher urban elementary* Screen teachers so that people who should not be involved with children are discouraged from becoming teachers.
* *Teacher urban elementary* More selectivity of teachers in regard to personal suitability for leadership and authority.
* *Teacher urban 1-9* Teachers should be stable individuals, well-prepared for each teaching experience, interested in student welfare and in subject material.
* *Teacher urban 1-9* Certificate only those student teachers who have exceptional ability to prepare, organize and implement programs.

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* *Student rural 10-12* Please check teachers for emotional stability.

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* *Parent urban elementary* Give teachers a trial period as some have the knowledge but not the ability to control or teach.
* *Parent rural 1-9* The people going into schooling to become a teacher should be screened and ones with unstable personalities should be rejected.

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* *Superintendent rural* The teacher is the most critical factor in discipline so the solution to discipline problems lies primarily in the teacher selection process.

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* *Central Office urban* Screen teachers for strong self attributes.

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* *Trustee rural* Have a better screening of teachers.

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* *Regional Office* Select teacher candidates who have empathy for students.
* *Regional Office* More careful selection of candidates for teacher training programs paying particular attention to personality.

27. IN THE PREPARATION OF TEACHERS INCLUDE ADEQUATE AND USEFUL TREATMENT OF CLASSROOM MANAGEMENT (DISCIPLINE)

* *Teacher urban elementary* Teacher training institutions should establish priorities in preparing teachers to cope with discipline.

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* *Vice-Principal rural elementary* More practical teacher training in universities by "real" teachers, not educational psychology majors with Ed D degrees.

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* *Parent urban elementary* Give student teachers special exercises in discipline problems and guides to solving them.

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* *Superintendent rural* More emphasis at university and at professional development activities on psychology, growth, development, and learning.

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* *Central Office urban* Deal more with discipline ie. class control and organization at the teacher training level ..... .
* *Central Office urban* University training in handling groups and "special" individual students.
* *Central Office urban* Provide more emphasis on positive classroom teaching behavior while Education students are at the university.
* *Central Office rural* Train teachers in understanding needs of students, accepting values, and relating to people.
* *Central Office rural* Make classroom management a compulsory course in teacher training programs.
* *Central Office rural* Pre-service education emphasize need for classroom control before instruction can occur effectively. (Control is not the strap).

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* *Trustee rural* Teacher training should include much more emphasis on their own self discipline while at Varsity plus courses or subjects dealing with discipline problems.
* *Trustee rural* Better teacher training and parental training is needed so teachers know how to establish a good climate for learning. Poor teachers should not pass teacher training.
* *Trustee rural* Educate teachers at university and in internship and through inservice to be consistent, and plausible in why they (the students) need the kind of discipline they (the teachers) demand.

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* *Regional Office* Assist teachers in training with ways and means of handling students.

CHAPTER 3

UNCLASSIFIED SUGGESTIONS

Many suggestions for improving school discipline were not classified. A number were apparently specific to the circumstances in a particular school. Many were "how to do it" suggestions. Some were pleas for changes in society. Others were general observations about curriculum, school organization, homework, and the like. Many were normative, almost wistful statements that things should be like so and so. The concerns of participants in the context of the invitation to add a suggestion for improving school discipline can be clearly discerned in these suggestions.

UNCLASSIFIED SUGGESTIONS—TEACHERS, PRINCIPALS, VICE-PRINCIPALS

* *Teacher urban elementary* Build smaller schools away from shopping centres. At present nearly all Edmonton high schools adjoin shopping centres.
* *Teacher urban elementary* Make reporting (a student) to the office (because of misbehavior) a serious thing - develop fear only in misbehaved children.
* *Teacher urban elementary* Encourage self-discipline not by more freedom but rather by acceptance of responsibility.
* *Teacher urban elementary* A course in applied problem solving, because many children and adults misjudge other people without getting to know the other. That's how come many people don't know (how) to handle their problems. I think problem solving is a must in everyday life.
* *Teacher urban elementary* Let individual schools have more say in the disciplinary measures to be used in their school. Some schools in "bad" areas may need stronger discipline to maintain order.
* *Teacher urban elementary* Stress the seriousness of the growth of school vandalism and make the offender pay the damages.
* *Teacher urban elementary* Children must be taught by example to respect the rights and feelings of others. This is a major responsibility of parents.
* *Teacher urban elementary* Select principals whose administrative abilities include skills in coping with interpersonal (relationships) and discipline problems.
* *Teacher urban elementary* Most trends today are altogether too lenient, too free. Self expression is possible with less freedom. Tighten controls.
* *Teacher urban elementary* Children should have more respect and courtesy for those who are in authority.
* *Teacher urban elementary* (Provide) guidelines and suggestions via teacher consultants.
* *Teacher rural elementary* Each school has its own problems to deal with depending on grade and age and interest levels.

* *Teacher rural elementary* Make schoolwork less demanding in lower grades with respect to quantity of work.
* *Teacher rural elementary* Isolation from the scene of disruption is an aid to minor discipline problems.
* *Teacher rural elementary* The educationalists have gone over backwards to encourage self-expression and now we are reaping the "benefits?" in bored students.
* *Teacher rural elementary* Praise the student and show appreciation when he does behave well.
* *Teacher rural elementary* Steer away from large school systems. Smaller ones are much easier to handle.
* *Teacher rural elementary* There are too many subjects and some are redundant. In the elementary school drop all subjects except the 3 R's and Phys Ed.
* *Teacher rural elementary* Give mature students more freedom, accept what they do, encourage them to develop self discipline, and accept that some misbehavior is part of growing up.
* *Teacher rural elementary* Emphasize praising good behavior. Ensure pupils don't receive extra attention for misbehaving.
* *Teacher urban 1-9* Where discipline is a problem aides should be brought in such as detention homes have.
* *Teacher urban 1-9* Be sure that children are reading at their instructional level, never at the frustration level. Ungraded reading groups are good.
* *Teacher urban 1-9* Get support from the government for school programs (financial).
* *Teacher urban 1-9* Give authority back to the classroom teacher.
* *Teacher rural 1-9* Use diagnostic teaching techniques in skill subjects so that poor students may be successful and superior students challenged.
* *Teacher rural 1-9* Recognize that students do not have the maturity of adults and require considerable amounts of guidance in decision making.
* *Teacher rural 1-9* The teacher must make decisions guiding conduct where, if the choice were left up to the students, the price of wrong choice is too great.
* *Teacher rural 1-9* Employ full-time social workers in the school - greater contact with parents - social workers not school counsellors.
* *Teacher rural 1-12* Have students show a greater respect for teachers and administrators as well as for public property.
* *Teacher rural 1-12* Abolish all grades, exams, textbooks, courses, subjects, curriculum and organize learning around student interests.
* *Teacher rural 1-12* De-emphasize activity programs and encourage the fine arts.
* *Teacher rural 1-12* The amount of family or youth allowance received should be proportional to marks and behavior. Students beyond age 14 with no school interest should be retired.
* *Teacher rural 1-12* Give students - elementary, junior high, senior high - freedom to choose and do what they want to do in school.
* *Teacher rural 1-12* Try to get teachers who have some experience in each grade level and not someone trained in elementary to teach in junior high.

* *Teacher rural 1-12* Do not have teachers perform supervisory duties.
* *Teacher rural 1-12* Get the school boards involved in education as is their responsibilities.
* *Teacher urban 7-9* Give teachers a little more freedom in enforcing their own discipline - NOT hitting students.
* *Teacher rural 7-12* Teachers need to recognize at what point students cause discipline problems and react with caution to such abnormal acts, not in punitive ways that further enhance the situation.
* *Teacher rural 7-12* Discipline in a classroom is a direct reflection of the teacher personality.
* *Teacher rural 7-12* Start considering individual teachers' speciality areas and let them teach in those areas.
* *Teacher rural 7-12* Some control of bussing by the principal and working in cooperation with the drivers who don't seem to be able to exercise authority.
* *Teacher rural 7-12* Allow students to confront each other with disagreements and if necessary organize to deal with their problems.
* *Teacher rural 7-12* Put education back in the hands of the classroom teacher.
* *Teacher rural 7-12* Rate individual students for deportment within school activities and environment. This should be part of school credentials for future reference, etc.
* *Teacher rural 7-12* Find some way - activities, academic achievement, etc. for each student to experience success.
* *Teacher rural 7-12* Put more responsibility on students.
* *Teacher rural 7-12* Give more careful consideration to assigning courses and students to beginning teachers.
* *Teacher rural 7-12* Add more vocational areas of study to the curriculum eg. beauty culture, welding. This would mean hiring more teachers.
* *Teacher rural 7-12* Make school a privilege instead of something compulsory.
* *Teacher urban 10-12* Give moral support to new teachers or teachers in a new situation - encourage rapport by including them in some after hour settings - share some of your own student teacher friendships.
* *Teacher urban 10-12* One criterion for a teaching job should be a tested ability to command leadership.
* *Teacher urban 10-12* Let the students and parents choose between a very rigid school and a self-discipline school. Make it easier for the school to evict a student that will not perform that is, let the student try a different type of school.
* *Teacher urban 10-12* Close the facility for a period of time if discipline is poor (eg. cafeteria).
* *Teacher urban 10-12* Bill the student for damage where possible.
* *Teacher urban 10-12* Students must see the importance of what they are studying.
* *Teacher urban 10-12* Eliminate spares (eg. by cutting the school day from 8 to 7 periods) to minimize vandalism and disruption.
* *Teacher urban 10-12* Have supervised study periods during school day.

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* *Principal urban elementary* Implement high ideals and implement justice, equity, tolerance, honesty, compassion in society so that it will have meaning teaching it at school.
* *Principal rural elementary* Let each teacher deal with most problems in his or her own classroom, thus winning the confidence of his or her own students.
* *Principal rural elementary* Provide leadership and appeal to their (students) natural sense of decorum.
* *Principal rural 1-9* Change the "new math" back to practical and applicable math for Grades 1-9. This is our primary source of discipline problems and school-community frustrations.
* *Principal rural 1-12* There is too much freedom already in many cases.
* *Principal rural 7-12* More thorough supervision throughout the day.
* *Principal urban 10-12* Change the organizational structure (of the school) to build in a more humane system eg. teacher advisors, continuous progress programs, etc.
* *Principal urban 10-12* Flexible school programs to challenge children at their level.

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* *Vice-Principal urban 1-9* Constant discipline and attendance problem students should be denied extra curricular privileges. These should be earned.
* *Vice-Principal rural 1-9* Demonstrate to pupils that praise follows good conduct. Let students understand that wrong-doing should be amended.
* *Vice-Principal rural 1-12* Follow-up of discipline situations.

UNCLASSIFIED SUGGESTIONS-STUDENTS

* *Student urban elementary* Let the kids decide what sort of discipline they should have.
* *Student urban elementary* Let the kids sit behind who they want.
* *Student urban elementary* (Students) should not swear at school.
* *Student urban elementary* Let us get out at 3:30.
* *Student urban elementary* Let students chew bubble gum in class.
* *Student urban elementary* Don't keep students in after school for misbehaving.
* *Student urban elementary* Listen to the teachers and do as (you are) told.
* *Student urban elementary* (Have) writing courses for kids.
* *Student urban elementary* Students should (be permitted to?) go outside.
* *Student urban elementary* Make students help clean up when the classroom is dirty.
* *Student urban elementary* Let students help teachers teach their lessons if they know their work.
* *Student urban elementary* People causing trouble should be kept after school for 1/2 hour.

* *Student urban elementary* Take away their P E and recess in the Gym (presumably for misbehavior?).
* *Student urban elementary* Make teachers give enough time for reports (presumably in class?).
* *Student urban elementary* Let students have a free period to catch up in work.
* *Student urban elementary* Change the school schedule.
* *Student urban elementary* A slight mistake should have some discipline.
* *Student urban elementary* If someone is doing something eg. talking, the teacher should take that person to another room and let them talk.
* *Student urban elementary* You always get bossed around by the big kids.
* *Student urban elementary* No more fighting and stop roughhousing in games.
* *Student urban elementary* Don't make the student stay in after school.
* *Student rural elementary* Go on with your work.
* *Student rural elementary* Let students get away with everything.
* *Student rural elementary* Use the bathroom without telling the teacher.
* *Student rural elementary* Kids get what (they) deserve in punishment.
* *Student rural elementary* Make the student listen or make them stay after school.
* *Student rural elementary* Don't give us kids so much homework.
* *Student rural elementary* Help others to have a good time and not get in trouble all the time.
* *Student rural elementary* The teacher pays attention to all the children.
* *Student rural elementary* Not make students bring a note if they're going out of the school yard.
* *Student rural elementary* Do not have too much pressure on the students for just one individual.
* *Student rural elementary* You shouldn't be assigned any homework except if you are given a reasonable time to do it and you don't otherwise when its 3:30 and school is finished.
* *Student rural elementary* Let them (students) have a choice of what topic to do in school work.
* *Student rural elementary* Give special help to poor students so they may learn as quickly and surely as others.
* *Student rural elementary* Pupils should not have to ask to go to the washrooms because the teachers are so picky.
* *Student urban 1-9* More teacher-student involvement.
* *Student urban 1-9* Take top students (ones that listen <u>well</u>) and put them and some of the others who don't listen together.
* *Student urban 1-9* A little more freedom at change of period.
* *Student urban 1-9* There should be more options so the student will become more interested.
* *Student urban 1-9* Advertise after-school help to the kids in the class who are not doing so well.
* *Student urban 1-9* Let the students do the work at home.
* *Student rural 1-9* Change the new math back to the old math for the students' sake.
* *Student rural 1-9* Should go back to the old math then half the discipline problems will be solved.
* *Student rural 1-9* Let the students do whatever they want.

* *Student rural 1-9* Slow down our math and help us understand it. Go back to old math.
* *Student rural 1-9* Students have the nondisciplined problem make them stay in and get sessions.
* *Student rural 1-9* (There) should be more business courses.
* *Student rural 1-9* Longer recess and noon hour.
* *Student rural 1-9* School should not be so long.
* *Student rural 1-9* Let students have snowball fights.
* *Student rural 1-9* Let students do whatever they want to do in any free time in school.
* *Student rural 1-9* If someone is causing problems with classmates help him to get along better.
* *Student rural 1-9* I think that the teachers have to let people have freedom in school.
* *Student rural 1-9* Let students sit by a friend.
* *Student rural 1-9* Have longer recesses.
* *Student rural 1-9* Keep most rules but add a few different ones.
* *Student rural 1-9* Give the student more responsibility so he has lots to do, so he has no spare time.
* *Student rural 1-9* If it is cold outside let the kids stay in if they want.
* *Student rural 1-9* Get in (the) classroom when (the) bell rings and sit down.
* *Student rural 1-9* Obscene language should not be heard.
* *Student rural 1-9* There is very little you can do. Discipline problems aren't that bad - not here anyway - personally I think you're wasting time and money.
* *Student rural 1-9* Everybody help the teacher, both parents and students.
* *Student rural 1-9* Every kid should help the teacher.
* *Student rural 1-9* Keep teachers from blowing their tops over little things that happen just out of accident.
* *Student rural 1-9* Let the grades 7-9 play games together throughout the whole year.
* *Student rural 1-9* We should have freedom in sports to play in our own time.
* *Student rural 1-9* After elementary school they should get only a noon (no recess).
* *Student rural 1-9* If a student keeps talking after four warnings, out in the hall or more work or homework.
* *Student rural 1-9* We should have P.T. everyday for 20 minutes.
* *Student rural 1-9* More physical education to improve the health of teachers and students.
* *Student rural 1-9* I think that some teachers in our school are just a touch a bit strict.
* *Student rural 1-9* That the higher grades have more strict teacher than lower grades.
* *Student rural 1-9* There should be more time to get to class, like 7-8 minutes after the bell.
* *Student rural 1-9* Give country students more freedom at noon hour like leaving the school grounds.
* *Student rural 1-9* There should be less stealing more respect.

* *Student rural 1-9* Let students go out when work is done but not before they check out.
* *Student rural 1-12* Increased time after school, before morning bell, and at noon could help many school haters to enjoy school more.
* *Student rural 1-12* Have a sort of students council and if there is a bad student or unliked etc. teacher they could sensibly talk it over with the principal.
* *Student rural 1-12* Make children stay in after school and do their work.
* *Student rural 1-12* I feel most teachers that teach or supervise should also have ability to control a class. There are some that can but we need more controllable teachers.
* *Student rural 1-12* Get some new teachers who are young and who don't drink heavily.
* *Student rural 1-12* Make a smoking lounge.
* *Student rural 1-12* Give one or two periods to the students for what they want to do.
* *Student rural 1-12* Let students have P.E. more often.
* *Student rural 1-12* Let students have spare time to do extra work in school and also less work.
* *Student rural 1-12* Give students a room to have study periods in if they wish to study.
* *Student rural 1-12* Have more teachers on supervision so that less trouble can arise.
* *Student rural 1-12* Make the people pay for what they damage.
* *Student rural 1-12* Make marking of tests and punishment more fairly.
* *Student rural 1-12* Give students constructive and interesting options.
* *Student rural 1-12* Praise the students when they do good.
* *Student rural 1-12* There shouldn't be homework given because students do it any old way just to get it over with.
* *Student rural 1-12* Let the kids have more time to read.
* *Student rural 1-12* The students should have a few options.
* *Student rural 1-12* Let students have a class where one becomes the teacher and the teacher becomes a student.
* *Student rural 1-12* Have more comfortable surroundings.
* *Student rural 1-12* Students should be given more homework.
* *Student rural 1-12* Teachers come from one class and are angry and take it out on the next class that is taught.
* *Student rural 1-12* I like the idea of options but I think the pupils should be able to pick the option they want.
* *Student urban 7-9* Let students at their own pace, but have teachers there just in case.
* *Student urban 7-9* I think all teachers should follow a homework time-table so homework doesn't pile up all on one night.
* *Student urban 7-9* Let students get away with more but not everything.
* *Student urban 7-9* Don't have exams and tests. Just mark students by assignments.
* *Student rural 7-12* Let the kids run their own class one day a week.
* *Student rural 7-12* (Have) no homework and get more done in school.
* *Student rural 7-12* Give special help to students with discipline problems, no special schools though.
* *Student rural 7-12* Have enough school time for homework.
* *Student rural 7-12* Give students enough time for homework.

* *Student rural 7-12* We have two teachers conducting the students in the hallway during lunch. I think there should be more teachers.
* *Student rural 7-12* Have more hallway supervisors.
* *Student rural 7-12* Let student try out for what they may like to go in for. Or speak to a person in that profession.
* *Student rural 7-12* Give kids a chance to express themselves.
* *Student rural 7-12* Have a stricter form of discipline.
* *Student rural 7-12* I think teachers in one class or another (should) let the distracting kids teach the class for one lesson, so that they will know what it is all about.
* *Student rural 7-12* Teachers shouldn't boss the kids around.
* *Student rural 7-12* Allow young students and those that wish to, to have full use of gym equipment, because usually younger students have energy to burn.
* *Student rural 7-12* Employ some programs which will improve a student's self-discipline.
* *Student rural 7-12* Most students are going to do as they please with or without discipline if they put their minds to it.
* *Student urban 10-12* Make more schools like _____(our school).
* *Student urban 10-12* Exercise more control of smoking areas.
* *Student rural 10-12* Add school facilities such as a swimming pool, game room.
* *Student rural 10-12* Let students do what they want as long as they attend classes and don't harm people or things.
* *Student rural 10-12* Being able to do anything outside (of the) school building. It's not hurting anyone out there.
* *Student rural 10-12* Let students be responsible for their own actions and absences in school.

UNCLASSIFIED SUGGESTIONS-PARENTS

* *Parent urban elementary* Make a sincere effort to separate students and teachers who may have serious personality conflicts.
* *Parent urban elementary* School boards are concerned more with discipline than with quality of teachers and curriculum.
* *Parent urban elementary* Children should have more respect for the teachers.
* *Parent urban elementary* In open-area schools use only teachers trained for and interested in (the) open-area system.
* *Parent urban elementary* Instead of children writing lines, have them do a math sheet or write a small essay.
* *Parent urban elementary* Abolish open areas and self paced programs.
* *Parent urban elementary* Set up real physical fitness classes every day. Push ups, sit ups, knee bends, and so forth. Kids that get rid of their steam that way won't be a discipline problem.
* *Parent urban elementary* Hire qualified personnel.
* *Parent urban elementary* Appraise present teacher's techniques regularly.
* *Parent urban elementary* Discipline the teachers.
* *Parent urban elementary* (Have) periodic evaluation of the teacher and principal by the students, covering areas (such) as strictness,

fairness, and attitude, with follow-up on these and any other evaluations done by parents and students. Authority (should be granted) by the school board to take appropriate actions.
* *Parent urban elementary* Allow children to play a more active physical role in helping to enforce guidelines set down by school management.
* *Parent urban elementary* Elementary school students are not mature enough to help make and run school rules.
* *Parent urban elementary* One factor to remember is (that) the teacher also requires restraint - personality clash with students.
* *Parent urban elementary* To have children go to school from 9:00 o'clock to 2:00 o'clock; with lunch in between but no recess.
* *Parent urban elementary* Behavior should be graded as well as school lessons are.
* *Parent urban elementary* Give special help to students who cause discipline problems, but do not segregate them.
* *Parent urban elementary* Petty detentions after school cause parental worry and infuriate parents waiting outside for their children.
* *Parent urban elementary* Teachers should have complete authority to discipline students by whatever measures (are) necessary.
* *Parent urban elementary* Answer to calming down period is to have someone read maybe some poetry, a story that is healthy, or a verse from the Bible.
* *Parent urban elementary* I feel very strongly that any child who constantly causes discipline problems should be given all the help needed to find the cause.
* *Parent urban elementary* More accurate ratings as to behavior, effort, and achievement on each report card.
* *Parent urban elementary* Elect and rotate back into the classroom school administrators. There are too many on (the) payroll who are not teaching.
* *Parent urban elementary* We could still have more religion in our schools public and separate.
* *Parent urban elementary* Close up the open areas to avoid distractions.
* *Parent urban elementary* Concentrate on bringing in more Physical Education into daily classes and developing more team spirit among children - getting children to get along with fellow student's and learning self-control makes for happy kids.
* *Parent urban elementary* More teacher supervision during recess. More structured play.
* *Parent rural elementary* Do something about these questionnaires.
* *Parent rural elementary* There seems to be a lack of supervision on the playground during noon and recess; more should help.
* *Parent rural elementary* Begin more discipline in grades one and two before things become a problem.
* *Parent rural elementary* Supervise (the) school grounds before school and at recess.
* *Parent rural elementary* The parents should decide when the children are ready to quit school.
* *Parent rural elementary* There should be no homework as parents aren't able to help as methods change. Country children also have outside chores. Perhaps a check and keep track of people who did and who didn't finish school to instill a feeling of success in parents to pass on to children.

* *Parent rural elementary* They should leave it up to the parents to decide when the children should quit school.
* *Parent rural elementary* Discipline should be taught at home. Students like any other people, need supervision and conduct, given by elders, so they should go along with the rules.
* *Parent rural elementary* Prevent school boards from making regulations which conflict with teacher's rights under the school act.
* *Parent rural elementary* Check on some of the very mean teachers.
* *Parent rural elementary* Let students express criticism of students who are problems so the problem student realizes he isn't being smart.
* *Parent rural elementary* Use parliamentary procedures in some classes at an elementary level. Students at all levels require guidance, and teacher should accept constructive criticism.
* *Parent rural elementary* I really don't think every kid should be punished for the sake of one or two.
* *Parent rural elementary* More student involvement in class work, more discussion, make them feel important.
* *Parent rural elementary* (Have) no spares - keep them busy doing something.
* *Parent rural elementary* Discipline examples set at home might do much to encourage those students with school discipline problems.
* *Parent rural elementary* I would suggest transactional analysis for both teacher and child.
* *Parent rural elementary* Find out why the student acts this way and if reasonable correct it.
* *Parent rural elementary* Allow the children to have time to finish their work so they won't have much homework.
* *Parent urban 1-9* Teachers must be rated as are people in other professions.
* *Parent urban 1-9* Help (students) to realize their responsibility to maintain discipline but don't set them apart in "special" groups.
* *Parent urban 1-9* There should be no homework over the weekend.
* *Parent urban 1-9* In acts of vandalism hold the student responsible for repairs.
* *Parent urban 1-9* Teachers should not allow students to make fun of others in class.
* *Parent urban 1-9* Discipline teachers also who are too heavy or (who) have exceptional favorites.
* *Parent urban 1-9* Give the students a chance.
* *Parent urban 1-9* Give detentions to entire class when over four students act up to promote embarrassment.
*Parent rural 1-9 I believe students are pushed too far too fast.
* *Parent rural 1-9* Ask the students if they like their teachers and what are the students' problems.
* *Parent rural 1-9* Misbehavior is part of growing up, but not too much.
* *Parent rural 1-9* Have students show more respect for teachers.
* *Parent rural 1-9* Parents should not be able to tell the teachers that kids want to - anything they want to.
* *Parent rural 1-9* (The) principal shouldn't make daily threats that he never carries out which become a joke.
* *Parent rural 1-9* More extensive use of "learn by doing" experience.

* *Parent rural 1-9* First of all parents and then teachers must take their profession much more seriously, changing their attitudes and priorities.
* *Parent rural 1-9* Teachers must leave personal problems at home.
* *Parent rural 1-9* Keep the child as busy as possible in schoolwork, music, or sports. They have too much spare time.
* *Parent rural 1-9* Praise and recognition of good behavior has a better effect than too much attention given to misbehavior.
* *Parent rural 1-9* Parents must teach their children to respect their teacher and also to be a good example to their children.
* *Parent rural 1-9* Parents can do a lot.
* *Parent rural 1-9* Keep candy and chip machines out of the school.
* *Parent rural 1-9* Two problem children should not be allowed to sit together.
* *Parent rural 1-9* Where a student excels in specific subjects give him or her more work in that subject to the limit of capability and enjoyment.
* *Parent rural 1-9* Encourage teachers to correct and return student's work assignments more promptly.
* *Parent rural 1-12* Any damage such as deliberate breaking of public property should be fixed by the student not just paid for.
* *Parent rural 1-12* To a degree I think student unions or associations are good and must be controlled. Plenty of kids want to learn and improve themselves.
* *Parent rural 1-12* Parents and teachers should have final decisions.
* *Parent rural 1-12* We have gone from a lenient principal to a strict one.
* *Parent rural 1-12* I think the homeroom teacher should enforce discipline in their own room first instead of (sending the student) to the principal's office for him to deal with it. The child begins to feel the Principal's office is home rather than a place he regards as the last resort.
* *Parent rural 1-12* Accept what they (students) do, encourage them to develop self-discipline as long as they are not causing personal harm to another student.
* *Parent rural 1-12* Check into the teacher's background and find out why the discipline problems.
* *Parent rural 1-12* Learning through seeing and doing rather than (through) textbooks.
* *Parent rural 1-12* Give special help to students who are having trouble doing school work before discipline problems arise.
* *Parent rural 1-12* Discipline measures should be followed through to determine effectiveness of use.
* *Parent rural 1-12* All teachers should take regular upgrading at a university every three years in all areas of teaching.
* *Parent rural 1-12* A teacher should be able to control a class. Only a few of them do so that the ones who wish to study do not get distracted.
* *Parent rural 1-12* Teachers and students should cooperate.
* *Parent rural 1-12* Very poor supervision. Teachers are too much in the staff room.
* *Parent rural 1-12* (Have a) smoking lounge.

* *Parent rural 1-12* Before my child gets discipline what I really want (is) our teachers should get it first and then really pass it over to my child and others.
* *Parent rural 1-12* Teacher and student timetables to be worked (arranged ?) to have their subjects slated for study.
* *Parent urban 7-9* (Provide) more options to allow development of special talents.
* *Parent urban 7-12* Take away privileges for discipline rules broken, for example not to play on a team.
* *Parent rural 7-12* I believe that high school students need to develop enough maturity to maintain their own discipline by grade 12.
* *Parent rural 7-12* Students should be required to attend at least five instructional periods a day and the other three should be supervised study.
* *Parent rural 7-12* There are too many options now. When I went to school we had Math, Social, Science, Language, Literature and Art. Those were main subjects and physical education once a week.
* *Parent rural 7-12* Put a stop to smoking in schools, and really reason with all students not to use drugs.
* *Parent rural 7-12* Keep a good balance. Some students have good ideas.
* *Parent rural 7-12* Try an honor system.
* *Parent rural 7-12* Student morale is breaking down.
* *Parent urban 10-12* Have roll calls at the start of each class to control skipping classes.
* *Parent urban 10-12* More discipline enforced at home.
* *Parent urban 10-12* Set (up) a definite curriculum, allow students to progress at own pace - quietly "supervise" and then set up instructional classes for students needing same.
* *Parent urban 10-12* A reward or honor roll system should be introduced to encourage self-discipline.
* *Parent rural 10-12* Practical work experience from age 16 and possibility of apprenticeship without grade 12, if students are not able to take some school subjects.
* *Parent rural 10-12* Discipline problems are usually caused by a leader and one, two or three followers. If possible, separate them into different classes preferably.

UNCLASSIFIED SUGGESTIONS - SUPERINTENDENTS, CENTRAL OFFICE PERSONNEL, TRUSTEES, REGIONAL OFFICE PERSONNEL

* *Superintendent rural* Spend more time and effort on developing and changing attitude of students/parents/teachers.
* *Superintendent rural* Greater government control of the mass media, particularly TV. Far more responsibility should be placed on the parents for the action of students.
* *Superintendent rural* Introduce effective religious education into the daily plan.
* *Superintendent rural* Make sure that those responsible for selecting teachers for the school are able to recognize those qualities that enhance student-teacher relationships.

* *Superintendent rural* Pupils should do 1/2 to 3/4 of their homework assignment during the class period in school.
* *Superintendent rural* Courts must deal with offenders much more strictly - reintroduce capital punishment.

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* *Central Office urban* Do away with spare periods (organized sports etc.) and allow recreation time.
* *Central Office urban* Selection, placement, mobility, evaluation, and dismissal policies to get best teachers and administrators.
* *Central Office urban* Abandon global (county and province) level attempts at solution to local (personal, individual school) problems.
* *Central Office urban* Gain better public support for the efforts of schools even if it means muzzling politically ambitious trustees.
* *Central Office urban* Change the behaviors of society and of the leaders in the society.
* *Central Office urban* After junior high school let them (certain students) leave school.
* *Central Office urban* After junior high school let any child quit who wants to.
* *Central Office urban* Identify and recognize teachers who can manage difficult children humanely. It is a special skill, worthy of recognition.
* *Central Office urban* Provide more consultive help to assist teachers in doing more diagnostic prescriptive kind of teaching in skill areas.
* *Central Office urban* If parents do not assist with discipline in the school the teacher should have the option of sending the child home.
* *Central Office urban* Provide a great deal more attention to primary education through low enrollments and services to assist the child and parents as early as possible.
* *Central Office rural* Hire principals who are able to develop staff unity and direction.
* *Central Office rural* Reduce Departmentalization in elementary grades so that teachers become more responsible to the welfare of their home classrooms and students.
* *Central Office rural* Glasser's approach eg. What did you do? What effect did it have on you? On others? Evaluate your behavior. Plan for change.
* *Central Office rural* Bring pressure to bear on the media. Challenge the churches and the lawmakers.
* *Central Office rural* (Use) the above questionnaire and rating scale.
* *Central Office rural* Provide good models in society - at home, in [illegible] and in the community.
* *Central Office rural* Encourage growth in social behavior just as much as academic growth.

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* *Trustee rural* Parents teach children responsibility and good work habits before they start school.
* *Trustee rural* Do everything to assist the children to gradually learn to make their own decisions and gradually discipline themselves.

* *Trustee rural* Make sure the teachers are of a good quality and interested in the students - not the pay cheque.
* *Trustee rural* Return to the traditional schools. Emphasize basics.
* *Trustee rural* Train teachers better before they reach independent teaching.
* *Trustee rural* Schools should be more regimental with compassion.
* *Trustee rural* Do not build any more huge schools.
* *Trustee rural* Discipline begins at home and proper guidance and parent's support of school policies is a great help.
* *Trustee rural* Discipline teachers who have discipline problems.
* *Trustee rural* The teacher should make sure that childrens' freedom does not interfere with learning.
* *Trustee rural* Strive for greater communication and individual development.
* *Trustee rural* Start young in the training - what is expected of them.
* *Trustee rural* Institute the Glasser philosophy at the elementary level. Help students develop self-discipline and self-esteem.
* *Trustee rural* Let's retire teachers from the classroom by age 40.
* *Trustee rural* Return the external departmental examinations in Grades 9 and 12. We've got to get back to the basics of learning under controlled stress. Just look at the drop-out rate in Engineering at the U of C.
* *Trustee rural* Be sure you hire intelligent, understanding teachers.
* *Trustee rural* I believe in expulsion over the strap as I believe that this kind of discipline is the responsibility of the parents.
* *Trustee rural* If the student is efficient and works toward better public relations with students and teachers.
* *Trustee rural* Take him (the student) aside and see what his problem is.
* *Trustee rural* Make sure the parents understand the word discipline and not pass the job on to the teacher.
* *Trustee rural* Make sure that teachers take more interest in students in classrooms as well as out of classes, mix with students throughout the day. Not only lectures but encourage the students to work and play together.
* *Trustee rural* Slow the pace of our industrial dollar-oriented society and place more emphasis on the worth of the individual.
* *Trustee rural* School discipline should complement home discipline and most of all encourage and promote self-discipline.
* *Trustee rural* A rating card for past cooperation and conduct (of students) be kept.
* *Trustee rural* A spirit of harmony and cooperation in the schools.
* *Trustee rural* One standard of discipline.
* *Trustee rural* Establish high trust levels between staff and students.
* *Trustee rural* Peer group discipline is very effective.
* *Trustee rural* Encourage "pride" in one's school. Attempt to eliminate "phony" interest of some teachers.
* *Trustee rural* I feel schools should get back more to the 3 R's and forget about the frills as such.
* *Trustee rural* Discipline is a specialized ability. We need to be able to move people with this ability into administration without making the person who is not a disciplinarian look like a failure.
* *Trustee rural* Ensure that all assigned work is done, corrected, and acknowledged by the teacher.

* *Trustee rural* More studies related to daily living - being a parent, drinking, getting along, what society is all about.
* *Trustee rural* Force the ones who cause the trouble to behave or quit.
* *Trustee rural* Send a similar questionnaire (to this one) to students and teachers.